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The Middlesex
County Board
of Education

PROGRAM PLAN

1989 - 1990

"Today's child, tomorrow's future"

THE MIDDLESEX COUNTY BOARD OF EDUCATION

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THE MIDDLESEX COUNTY BOARD OF EDUCATION

FOREWORD

The Ministry is continuing to refine present curriculum documents. Changes are occurring in all divisions which will require the careful use of human and financial resources. Consequently, managing change effectively is becoming increasingly more important.

The Ministry in its Draft Document A Curriculum Review, Development, and Implementation Cycle - A Focus for Meeting Educational Obligations - A Guide For School Boards, 1982 reviews curriculum policy and establishes expectations for school boards. It states that

> **The Ministry is becoming more explicit in its curriculum expectations for school boards. Along with a general accountability for curriculum review, development, and implementation strategies, the Ministry expects that each school board will develop a coherent overall curriculum plan or Policy.**

The Ministry has now published a new document, Curriculum Management, 1988 which expands on the 1982 Draft and confirms its basic implementation philosophy.

Planning is an essential element of program development and implementation. This planning document is intended to provide essential information concerning emphases and directions in at present and in future years. It identifies clearly the implementation responsibilities as they relate to the system objectives and overviews, the implementation plans, and timelines for each objective. A five year long range plan has been added to clarify future implementation intentions.

The plan will be prepared each year in conjunction with the new system objectives and will be revised to reflect the changing needs of the system. The Progam Advisory Committee and Resource Staff will play a major role in the annual revision to ensure that input is received from Trustees, Superintendents, Principals, Resource Staff and Teachers.

It is anticipated that this Plan will

> **identify clearly the program emphases for the current school year;**
>
> **provide teachers and principals with essential information for planning at the school level; and**
>
> **identify the mechanisms that will be used to monitor the program and assess the effectiveness of the implementation strategies.**

For each system objective, the plan identifies clearly those
Education Centre personnel who have primary implementation responsibility and provides a planning overview with accompanying timeline.

The Middlesex County
Board of Education

OBJECTIVES AND EMPHASES

1989 - 1990

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OBJECTIVES AND EMPHASES 1989-90

GENERAL INITIATIVES

- Continue to develop and implement student retention strategies in the elementary and secondary schools.
- Refine long range planning approaches within all responsibility areas.
- Complete and implement the recommendations of the Review Committee on the Early and Ongoing Identification Program.
- Begin to develop procedures for compliance with the requirements of the Freedom of Information Act.
- Continue the development and implementation of the Teacher Planning Resource Document.
- Investigate the implementation of Junior Kindergarten programs as required by the Ministry of Education.
- Examine present curriculum documents to identify and remove any sex, race, ethnic, aboriginal or handicapped stereotyping and develop a process to ensure the absence of such in future documents.
- Continue to refine practices associated with the evaluation of student achievement.
- Continue to monitor developments in school opening exercises and religious education.
- Convene sessions to consider the need for re-establishment of the Futures Committee.

PROGRAM INITIATIVES

MAJOR PLANS

- Continue the implementation of the following plans.

- a) Computer Plan - Year IV
  b) Technological Studies Plan - Year II
  c) Business Studies Plan - Year I
  d) Primary/Junior Science Plan - Year II
  e) French Immersion - Year II
  f) Science Laboratory Safety - Year I

- Begin the development and initial implementation of the following plans.

  a) Library Renewal Plan
  b) Primary Education Renewal Plan

PRIMARY/JUNIOR

- Continue to monitor the use of the revised Primary and Junior report cards
- Promote integration and an active learning environment in the Primary and Junior divisions.
- Continue the implementation of the Core French program with special emphasis in grade 6.
- Implement the recommendations in the Report of the Writing Review of Student Achievement, Grades 3 and 6.
- Implement the recommendations in the Report of the Review of Student Achievement in Mathematics, Junior Division.
- Continue the development of the mathematics resource documents for the Primary and Junior divisions.

INTERMEDIATE/SENIOR

CO-OPERATIVE EDUCATION

- Continue the consolidation and refinement of Cooperative Education programs.

FRENCH

- Begin to implement the recommendations in the Ministry Review of the Elementary Intermediate Core French Program.

GENERAL

- Initiate preparation for the possible destreaming of Grade 9.

MATHEMATICS

- Administer a County test to a representative sampling of students to evaluate student achievement in Mathematics in Grades 7, 8 and 9.

PHYSICAL AND HEALTH EDUCATION

- Initiate implementation of the recommendations in the 1989 Secondary School Physical Education Review Report.

REPORT CARD

- Continue to monitor the use of the revised elementary Intermediate report cards.

SECOND GENERATION DOCUMENTS

- Continue the development and implementation of the second generation documents developed through the local or regional plans in Business Studies, Family Studies, History, Science, Geography, English, and Mathematics.

VISUAL ARTS

- Initiate the first annual County art exhibit.
- Implement the program planning resource package, Grades 7 and 8.
- Develop and/or revise, as necessary, the Visual Arts program planning resource package Grades 9 and 10.

ADULT EDUCATION

- Continue the expansion of the Adult Education programs with special emphasis on the expansion of programs for credit.

SPECIAL EDUCATION

- Continue to develop and implement the County Basic Course of Study -Programs for Trainable Retarded Pupils.
- Continue to support the integration of regular education and special education through such activities as staff development of principals and school staffs, and the use of County curriculum documents and Ministry documents.
- Implement the amendments of the Special Education Plan 1988-89.
- Provide a group of schools with an intensive staff development program to support their continued implementation of the School Team Approach.
- Begin to develop a cooperative intervention model for teachers of elementary pupils experiencing learning difficulties.
- Develop guidelines regarding the management of the integration of exceptional pupils from self-contained classrooms.
- Implement the Program Planning Guide for Music Programs for Trainable Retarded Pupils.
- Continue the implementation of the Decentralization of the Central Special Education Identification, Placement and Review Committee.
- Continue the Special Education Withdrawal Project.
- Implement Special Education Individualized Planning and Evaluation Models for use in programs for trainable retarded pupils and exceptional students - secondary.
- Implement new Special Education Withdrawal programs at Biddulph, Caradoc North, Caradoc South, Delaware Central, Metcalfe, Northdale Central and Parkhill-West Williams.
- Implement a new Specific Learning Disabilities Program at Caradoc Central.

SPECIAL PROGRAMS

- Continue to consolidate the special programs into a Decisions for Living Program - Grades 3 and 4 Child Abuse Prevention, Grade 6 VIP, Grades 7 and 8 Quest - Skills for Adolescence, Grades 7 and 8 Adolescent Sexuality, AIDS Education, Grade 9 Responsible Sexuality, Ontario Students Against Inebriated Driving, and CPR.
- Develop and implement drug education staff development activities for teachers and administrators.
- Develop and implement a comprehensive Student Support Services Plan.

STAFF DEVELOPMENT

- Continue the implementation of the Principals' Development Program, Year 3.
- Continue the implementation of the Vice-Principals' Development Program Year 2.
- Offer the Staff Development Leadership Program.
- Implement refinements to the practices associated with the Guideline For the Supervision of Staff and Program Delivery.

THINKING SKILLS

- Continue the implementation of the Middlesex County Board of Education Thinking Skills Discussion Paper.
- Continue the implementation of the Ministry - Excellence in Learning - Thinking Skills Project - Year II.

REVIEWS

- Review the system teacher staff development model and begin the implementation of a model which includes ongoing teacher involvement through school-based staff development activities.
- Review the delivery model to provide programs for exceptional pupils.
- Review and revise, if necessary, Special Education report cards (elementary) and communication reports (secondary) in all Special Education programs.

BUSINESS INITIATIVES

STAFF REVIEW

- Review assignments and responsibilities of business staff in view of the changing demands of governments and the system.

COMPUTER ENHANCEMENT

- Enhance computer software for the Education Centre minicomputer that will be "user friendly", provide prompt, appropriate reporting, and ensure confidentiality and security of data.
- Investigate computer software to assist transportation planning and reporting.

EMERGENCY PREPAREDNESS

- Develop a Board policy on emergency preparedness that will operate in conjunction with the emergency measures plans in the County.

PRINCIPALS' ADVISORY GROUP

- Review the replacement of furniture and equipment.
- Review budget practices and priorities.
- Address staff development needs of school administrators on grants, revenues and expenditures.

EDUCATION CENTRE ACCOMMODATION

- Develop action plans to ensure adequate accommodation for Education Centre Staff.

PERSONNEL AND OPERATIONS INITIATIVES

PAYROLL COMPUTER PROGRAMS

- Continue the enhancement of data collection, organization, storage, retrieval, and distribution.
- Develop a system of information flow between school and Education Centre by means of computer discs in areas such as employee absence, supply teacher information, cumulative sick leave, student enrolment, staff allocation, and positions of responsibility.

PAY EQUITY

- Complete the negotiation of Pay Equity Plans with all employee groups, and implement them for January 1, 1990.

AFFIRMATIVE ACTION/EMPLOYMENT EQUITY

- Continue the development of policies and procedures consistent with Ministry and Board directions and expectations.

EMPLOYEE ASSISTANCE PROGRAM

- Report to the Board on the first year of operation and develop recommendations for future consideration.

SCHOOL BOUNDARIES

Secondary

- Propose revisions to Board policy on boundary waivers.
- Review and revise school boundaries as required and develop boundary maps for use in all schools and the Education Centre.

Elementary

- Review and revise, where appropriate, school boundaries, particularly in London, Mosa and Ekfrid Townships, and revise and update maps representing schools areas.

SCHOOL ACCOMMODATION

- Monitor residential building proposals in all municipalities and initiate feasibility studies for schools where accommodation is not adequate.
- Review existing school accommodation for the purpose of recommending renovations or alterations that will respond to program needs and lead to more efficient use of space.

LEGISLATION

- Monitor the Acts and Regulations recently revised or presently under review including related jurisdictions such as Health and Safety, Worker's Compensation and Community and Social Services.
- Propose the necessary changes to Board policies or Administrative Regulations in order to comply with current legislative initiatives or changes that include Continuing Education, Kindergarten, Grades 1 and 2, Occupational Health and Safety, and Employee Benefits.

The Middlesex County
Board of Education

SECTION 1.

MINISTRY CURRICULUM POLICY

NOTE:This section on Ministry Curriculum Policy is quoted in part from the Ministry publication A Curriculum Review, Development, and Implementation Cycle - A Focus for Meeting Educational Obligations - A Guide for School Boards - A Draft Document

"Today's child, tomorrow's future"

THE CURRICULUM REVIEW, DEVELOPMENT, AND IMPLEMENTATION CYCLE

1.1 INTRODUCTION - THE CRDI MODEL

Since the early 1970's, the curriculum process has continuously attracted the attention of educators in Ontario. Their interest has focused, in turn, on each of the main phases of the curriculum process; namely, review, development, and implementation. To clarify and direct the curriculum process, the Ministry of Education, in September 1982, distributed a discussion paper called Curriculum Policy: Review-Development-Implementation. An analysis of the response to the discussion paper, subsequent provincial monitoring, and the ongoing commitment to the curriculum process by school boards has made it clear that the quality of education to which young people are exposed reflects the state of the curriculum process within a school system. The needs of pupils that become apparent from major curricular initiatives such as special education, computer education, or Ontario Schools Intermediate and Senior Divisions are best accommodated by a sound curriculum management process.

The Ministry in its draft document A Curriculum Review, Development, and Implementation Cycle indicates that the Ministry develops curriculum which is designed to meet the needs of all Ontario students and that Provincial Policy is based on a set of definite beliefs about curriculum. These statements of belief suggest that

the learner is the central focus for the curriculum process;

curriculum encompasses all the experiences that learners encounter under the auspices of the school;

the needs of all learners can be addressed through curriculum which is adapted at the local level;

all curriculum should support the goals of education;

the Ministry of Education, school systems, and schools all have particular responsibilities with regard to curriculum; and

a curriculum management process enhances the quality of education provided in a school system.

This document has been developed using the Ministry document Curriculum Policy:Review-Development-Implementation (September 1982) as a basic reference guide. The latest document issued by the Ministry confirms and expands the policies contained within the draft issued in 1982. This document outlines the basic components of the Middlesex county curriculum design and implementation process. It is intended that this process will be used when a new document is either received from the Ministry or is developed within the county and must be implemented for use in the schools.

1.2 CURRICULUM IN THE CLASSROOM

The Ministry of Education regards curriculum as all those experiences of the student for which the school is responsible. Curriculum is concerned not only with what should be experienced, but also with why, when, where, and how particular kinds of learning should take place, and the atmosphere in which learning occurs. Curriculum, therefore, is concerned with all human interaction in the school, with the respect in which children are held, and with values, aims, objectives, and decisions of the school community.

The image of the learner as a self-directed problem solver, the goals of education, and the definition of curriculum provide a powerful focus for the classroom where

teaching is participative, uses strategies that encourage involvement, and expects students to be active participants;

students are viewed as unique in their physical, intellectual, and social development and are treated individually whenever possible;

groupings of students are mobile and flexible, and are created to make school a personal experience;

creativity and the challenge of life-skills are seen to be as important as efficiency;

strategies are encouraged that involve problem solving, managing resources, and tackling issues for which there are no "right" answers; and

programs are adapted regularly, based on the needs of students and the school community.

To ensure a classroom climate that reflects the image of the learner and the provincial goals of education, the Ministry develops curriculum policy that takes into account

concern for the improvement of classroom practice with concomitant improvement in learning by students;

responsiveness to societal trends, perceived needs of young people, and emerging educational theory and knowledge;

long range planning, rational ordering of priorities, and feasibility of implementation;

consultation, communication, and co-operation among the Ministry, school systems, the teaching profession, and other interest groups as a hallmark of the process;

clear lines of responsibility and accountability.

1.3 POLICY STATEMENT-ACCOUNTABILITY

The Ministry is accountable for quality public education. Through the Education Act, regulations, circulars, numbered memoranda, and guidelines, it provides policy for directions for the educational systems of the Province.

It develops broad goals of education and specifies major objectives and expectations. The Ministry also provides the basis for common learning activities and core content through provincial curriculum guidelines. In addition, it has a major role in the monitoring and review of provincial curriculum policy.

Curriculum in the classroom is shaped by policy statements in subject guidelines and circulars. Learning expectations are identified, organizational approaches are suggested, and anticipated changes in teaching strategies, materials and beliefs are outlined. These are intended to be adapted to diverse communities in the province as well as to a broad spectrum of student needs.

> **While the Ministry provides direction and support in the curriculum process...the major challenge falls to educators at the local level to translate the objectives into relevant learning experiences for each of our children.**
>
> ***(The Formative Years)***
>
> **It is considered appropriate, therefore, for each school to select its own program from amongst the various provincial guidelines and to develop its own courses of study based on these guidelines and local curricula to meet the needs, interests, and abilities of the students in the community.**
>
> ***(Ontario Schools; Intermediate and Senior Divisions, 1984)***

1.4 THE MINISTRY'S IMAGE OF THE LEARNER

The image of the learner implicit in Ministry of Education guidelines and policy statements is complex. Recognizing the diversity of individual abilities and interests, the Ministry views the learner as an active participant in education who gains satisfaction from the dynamics of learning. The concept of the learner as a mere processor of information has been replaced by the image of a self-motivated, self-directed problem-solver, aware of both the processes and uses of learning and deriving a sense of self-worth and confidence from a variety of accomplishments. This learner is guided by values consistent with personal religious-ethical beliefs, cultural traditions, and the common welfare of society.

The image also reveals a methodical thinker who is capable of inquiry, analysis, synthesis, and evaluation, as well as a perceptive discoverer capable of resourcefulness, intuition, and creativity.

Lest it be thought that this image of the learner is too idealistic or is valid only for students in advanced stages of cognitive development, it should be noted that in the educational system of this province even young children and older ones with learning disabilities are perceived as moving toward this image; in other words, it applies to all learners potentially. The point is that the kind of education provided for the learner envisaged here is quite different from what would be provided for a learner who was envisaged, for example, as requiring a strictly regimented program comprised largely of information to be assimilated or a reluctant learner who had to be coerced and directed at each step toward the acquisition of knowledge. Thus, the very goals of education flow from the image of the learner for whom the education is being provided.

The image of the learner held by the Ministry relies as much on the process as the content of learning because it is through the process that young people become lifelong learners who have, as C.P. Snow says, "the future in their bones" as well as the past in their heads. The inquiring mind and the contemplative spirit can carry them into the uncertain and possibly threatening future with confidence, resourcefulness, and integrity.

1.5 A SUMMARY OF THE ONTARIO CURRICULUM PROCESS

SOCIETY

The values of a society are both reflected and shaped by its educational system. In its reflecting role, education must honour the values and ideals considered important by society; in its shaping role, education must provide leadership and vision. An educational system that fulfills these two roles must be based on an understanding of what society is and what it may become.

THE IMAGE OF THE LEARNER

The image of the learner predicted by societal culture. The image of the learner that the educational system is intended to serve. The learner who should continue to seek and understand long after the last class has ended and the last textbook has been shut.

THE GOALS OF EDUCATION

The goals of education, forged from the needs of society and the wealth of accumulated knowledge about learning and teaching are established by the Ministry of Education.

THE GOALS ARE PURSUED THROUGH CURRICULUM

Supported by:
- Personnel
- Facilities
- Resources

Curriculum is a major vehicle for pursuing these goals.

CURRICULUM

Definition

All those experiences of the child for which the school is responsible. Curriculum is concerned not only with what should be experienced, but also with why, when, where and how particular kinds of learning should take place, and with the atmosphere in which learning occurs. Curriculum, therefore, is concerned with all human interaction in the school with the respect in which children are held, and with the values, aims, objectives, and decisions of the school community.

MINISTRY CURRICULUM POLICY

Curriculum policy may be said to be an official position or plan based on a set of principles with respect to a range of learning experiences under the auspices of the school

THE SCHOOL BOARD

Boards are responsible for designing programs and courses that are consistent with provincial curriculum circulars and guidelines and that accommodate local needs and objectives.

THE SCHOOL

Schools are responsible for developing programs and courses that are consistent with Ministry and Board circulars and guidelines and that accommodate local school needs. These must be available to students and parents.

THE TEACHER

The teacher's role is that of final curriculum developer and primary facilitator of learning. The five elements of student, teacher, subject matter, setting, and resources are blended into an effective classroom program that reflects the image of the learner and the goals of education.

THE LEARNER

Primary participant in the dynamic process of learning and the sole reason for the system's existence.

The Middlesex County
Board of Education

SECTION 2.

COUNTY CURRICULUM POLICY

"Today's child, tomorrow's future"

2.1 INTRODUCTION - THE CURRICULUM PROCESS

The Middlesex County Board of Education supports the intent of the Ministry of Education and its policies concerning the implementation of program in its schools. It recognizes that it has the responsibility through its supervisory officers and its staff to develop school programs that are within the rationale of Ministry curriculum policy; reinforce the provincial goals of education; and at the same time reflect the local needs and priorities.

The basic concept of the curriculum process proposed in the Ministry discussion paper Curriculum Policy:Review-Development-Implementation in September 1982 and reinforced in the document Curriculum Management Resource Guide, 1988 presents a cycle involving the three phases of review, development and implementation. This concept has been incorporated into this document with variations that reflect the local needs in the Middlesex County system.

The development of curriculum policy in Middlesex County is consistent with the provincial position that bases provincial curriculum policy on

> **concern for the improvement of classroom practice with a concomitant improvement in learning by the students;**
>
> **responsiveness to societal trends, the perceived needs of young people, and emerging educational theory and knowledge;**
>
> **long-range planning and the rational ordering of priorities;**
>
> **consultation, communication, and co-operation among the Ministry, school systems, the teaching profession, and other interest groups as a hallmark of the process; and**
>
> **clear lines of responsibility and accountability.**

2.2 BOARD POLICY-CURRICULUM IMPLEMENTATION 900-3 - 1980

The Middlesex County Board of Education developed policy in 1980 to provide direction and order to the implementation of Ministry and locally developed curriculum documents.

POLICY 900-3

CURRICULUM GUIDELINES (MINISTRY) - IMPLEMENTATION

The Board, recognizing that it is the responsibility of local school boards, through their supervisory officials, to formulate local programs that are within the rationale of the Ministry curriculum policy and at the same time reflect local needs and priorities, establishes the following policy concerning the implementation of Ministry curriculum guidelines.

I. When new Ministry guidelines are received, curriculum committees may be established under the leadership of the appropriate supervisory official to develop curriculum planning documents for use across the system.

II. The committees should include, where possible, consultants, resource teachers, and a wide representation of staff members.

III. The committee will ensure that the specific objectives developed for the local cur-riculum planning documents are within the rationale of Ministry curriculum policy as defined in the particular Ministry curriculum guideline.

IV. The committee process will normally include the following steps:

  A. introductory presentation;
  B. committee meetings;
  C. preparation of initial draft;
  D. approval of initial draft in principle by Academic Committee of Superinten-dents;
  E. initial draft sent to schools for feedback;
  F. final writing and editing;
  G. approval by Academic Committee of Superintendents;
  H. approval by Academic Affairs Committee;
  I. approval by Board;
  J. printing, collating, and binding;

K. distribution of curriculum document to schools;
L. in-school development of courses and/or units;
M review of school courses and/or units;
N. review of County document; and
O. review of implementation.

V. Where committees are not established to produce curriculum planning documents for use across the system, courses shall be developed in the school under the direction of the Department Head and/or Principal subject to the approval of the appropriate Superintendent of Schools.

This policy shall be administered by the appropriate Superintendent of Schools.

Amended 1985 06 17

2.3 A DECISION MAKING MODEL

Policy provides a framework within which decisions can be made. Sound decision making must of necessity involve input from a variety of sources and should reflect the views of those who will be most affected by the decision. The opportunity for input becomes an essential part of the decision making process. A model or structure for decision making should make available these opportunities for input and should provide ample opportunities for consultation and communication prior to the formulation of recommendations that may eventually become Board Policy.

THE MODEL

BOARD
|
ACADEMIC AFFAIRS COMMITTEE OF THE BOARD
|
EXECUTIVE COUNCIL
|
ACADEMIC COMMITTEE<<<>>>PROGRAM ADVISORY COMMITTEE
|
RESOURCE STAFF<<<>>>TEACHER GROUPS

2.4 RESPONSIBILITIES AND FUNCTIONS WITHIN THE MODEL

Each group within the model is charged with specific responsibilities which are clearly defined. These responsibilities when carried out in concert ensure that final decisions have been looked at from many points of view. A participatory decision making model assumes that each group will contribute to ensure that its responsibilities are carried out and that, it will have ownership and be accountable for the projects arising from the decisions.

THE BOARD

Establishes system policy.

THE ACADEMIC AFFAIRS COMMITTEE OF THE BOARD

Makes recommendations to the Board;
Considers program recommendations from the Executive Council;
Hears program proposals, reports, and presentations.

THE EXECUTIVE COUNCIL

Makes recommendations to the Academic Affairs Committee;
Considers recommendations from the Academic Committee;
Considers recommendations from the Program Advisory Committee;
Gives direction to the Program Advisory Committee; and
Approves or rejects Program Advisory Committee plans.

THE ACADEMIC COMMITTEE

Makes recommendations to the Executive Council;
Works co-operatively with the Program Advisory Committee;
Provides direction to the Program Advisory Committee;
Oversees action plans of the Program Advisory Committee; and
Initiates program proposals.

THE PROGRAM ADVISORY COMMITTEE (PAC)

Works co-operatively with the Academic Committee;
Initiates program proposals;
Considers all program issues brought before it;
Formulates plans to deal with the issues and proposals;

Makes recommendations to the Executive Council;
Arranges to have approved action plans carried out;
Monitors action plans; and
Reports as required on plans.

THE ACADEMIC RESOURCE STAFF

Has representation on the Program Advisory Committee;
Provides expertise on program;
Raises issues;
Develops proposals;
Develops action plans;
Monitors action plans;
Reports on progress of plans;
Works on committees,writing teams,task forces;
Provides leadership to teacher groups; and
Represents teacher groups at Program Advisory Committee meetings.

TEACHER GROUP(S)

Raises issues;
Makes proposals;
Makes direct presentations to the PAC;
Develops plans for consideration;
Pilots curriculum materials;
Provides on-going feedback; and
Provides liaison with teachers.

2.5 PROGRAM ADVISORY COMMITTEE

PURPOSE

The Program Advisory Committee considers program issues brought before it by member representatives and, when appropriate, makes recommendations to the Executive Council or Academic Committee.

COMPOSITION

The Program Advisory Committee shall consist of

the Superintendent of Academic Affairs (Chairperson);
the Superintendents of Schools;
the Executive Officer-Special Education or Designate;
the Administrative Assistant to the Superintendent of Academic Affairs;
the Division Consultants;
one or more Secondary School Principal(s);
two or more Elementary School Principals(s); and
other Resource staff as required.

MEETING TIMES

This committee meets as required on the call of the Chairman.

DUTIES OR FUNCTIONS

The Program Advisory Committee will

consider issues that affect school program in the elementary and secondary schools;

consider proposals for program change from representative groups;

receive and consider Ministry Documents as appropriate;

arrange for the validation of Board and Ministry Draft Documents as appropriate;

determine the most appropriate implementation procedures to be used with appropriate documents or proposals received;

assess the need for the development of resources; and

make recommendations to the Executive Councilor Academic Committee.

2.6 PROGRAM ADVISORY COMMITTEE - REPRESENTATION

Within this model, groups of teachers have representation. It is anticipated that this will provide these teacher groups with the opportunity to provide input for decisions that will directly affect them and classroom practice. Constant and on-going feedback, necessary for refining the changes made, should be possible through these groups.

TEACHER GROUPS WITH REPRESENTATION
TO
PROGRAM ADVISORY COMMITTEE

SUBJECT DISCIPLINE	GROUP NAME	REPRESENTATIVE
Primary Division	Primary Teachers	Primary Consultant
Junior Division	Junior Teachers	Junior Consultant
Intermediate Division E	Intermediate Teachers	Intermediate Consultant
Int/Senior Division S	Department Head Committees as required	Intermediate Consultant
Art	Art Teachers	Art Consultant
Computers	CAC Committee	Computer Consultant
French	French Itinerant Teachers	French Consultant
Music	Music Itinerant Teachers	Music Consultant
Library	Librarians	Consultant - Library & Media Services
Physical and Health Education	EISA Dept Heads Sec	Physical and Health Education Consultant

****

Elementary Principals' Association representatives
Secondary Principals' Association representative
Consultants and Resource Staff attend only when issues on the agenda affect their area of responsibility.

The Middlesex County
Board of Education

SECTION 3.

CURRICULUM REVIEW
DEVELOPMENT
IMPLEMENTATION CYCLE

THE PROCESS - MINISTRY

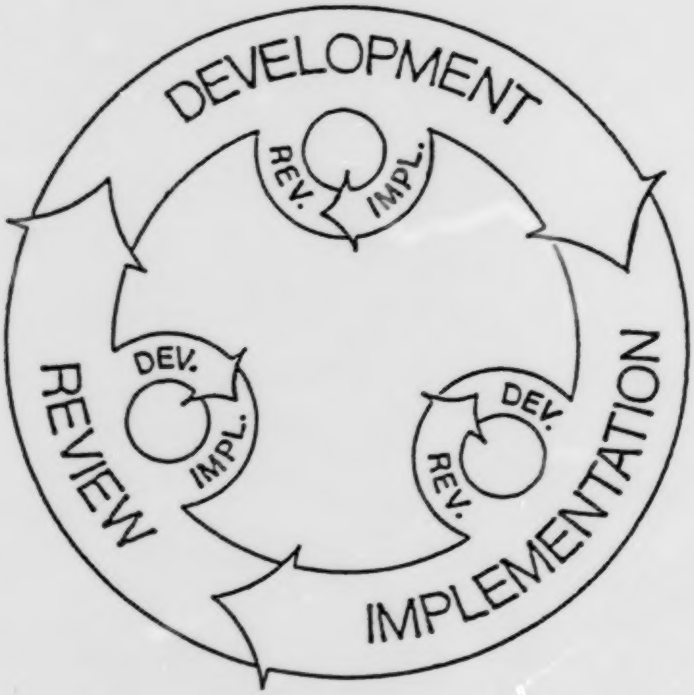
THE PROCESS - MIDDLESEX COUNTY

"Today's child, tomorrow's future"

3.1 THE PROCESS

Decisions made concerning curriculum implementation usually become necessary due to new Ministry or Board initiatives. At the present time, many new Ministry documents are being received, some in draft and others in final form. The documents in draft form require validation while the other documents require decisions on implementation. Are second generation documents necessary? Should resource materials be written? What writing teams are necessary? What in-service activities are necessary? These are just a few of the decisions that must be made.

These decisions must be made within the context of system needs to be sure that financial and human resources are used effectively. The decision making model proposed will help to ensure that these decisions receive consideration from the various groups within the system. As well, it becomes necessary to develop a plan; a process by which this change can be managed and monitored. Latest Ministry documents propose that school boards develop an implementation plan based on the process described in their document Curriculum Policy:Review - Development - Implementation Published in September 1982 and in the document Curriculum Management, Resource Guide 1988.



THE MIDDLESEX COUNTY BOARD OF EDUCATION

This document conceptualizes the processes of curriculum development, implementation and review and proposes an operational model. This model suggests that the implementation cycle, in its most basic form, consists of the three stages of Review, Development, and Implementation. This cyclical concept sees curriculum work as a never ending cycle of refinement in which programs are constantly changing and being improved to meet the needs of the pupils.

Local variations of this process are developed to coincide with systems already in place in local educational jurisdictions and to meet emerging local needs. The Middlesex County Plan uses this Ministry model as the basis for its implementation model and refines it to accommodate its local situation.

MINISTRY IDENTIFIED TASKS
OF
CURRICULUM REVIEW - DEVELOPMENT - IMPLEMENTATION

CRDI TASKS

Review	Development	Implementation
-define evaluation problems	-identify goals and objectives for changed curriculum	-identify desired status
-choose appropriate methodology	-develop growth schemes (for students)	-develop stages of professional growth (for teachers and others)
-plan for data collection, analysis, reporting	- sequence and package learning into units	-diagnose current status and obstacles to growth
-collect, compile data	-develop teaching techniques	-develop strategies to overcome obstacles
-analyze, report data	-develop assessment strategies	-develop and conduct implementation program
	-prepare resource materials	-monitor growth (in implementation) including long term support for consolidation

THE MIDDLESEX COUNTYBOARD OF EDUCATION

CURRICULUM IMPLEMENTATION PROCESS

REVIEW

RECEIVE DOCUMENTS

VALIDATE DRAFT DOCUMENTS

ASSESS NEEDS

CONDUCT REVIEWS

MONITOR

DEVELOP

IDENTIFY DIRECTION

PREPARE PLANS

DEVELOP MATERIALS

RECEIVE APPROVAL

IMPLEMENT

DETERMINE DESIRED RESULT

PREPARE PLANS

PILOT MATERIALS

PROVIDE IN-SERVICE

VALIDATE MATERIALS

REVISE MATERIAL

FINALIZE, DISTRIBUTE, AND IN-SERVICE MATERIALS

3.2 REVIEW PHASE

Review is the systematic gathering, analysis, and interpretation of information concerning school programs and student achievement. Such activities may begin with monitoring implementation and may extend to the first stages of reformulating local policy.

****

Although a variety of mechanisms may be used during the review phase to determine program needs within the system, it is expected that information gained during this phase will indicate

the degree to which Ministry and Board policy is being carried out;

whether or not the current program is fulfilling its purpose;

the adjustments that should be made in the program; and

the requirements and resources necessary to make the changes.

The information may be gathered in a variety of ways and may include

a Superintendent's Program Review,

a needs assessment involving questionnaires or interviews;

county tests of pupil achievement,

teacher and/or pupil interviews,

classroom visitation and observation, or

other suitable data gathering mechanism.

Once this information has been gathered, organized and analyzed

a report may be prepared and submitted to the Executive Council;

a proposal for change may be prepared and submitted to the PAC; or

a proposal may be prepared for presentation to the Academic Committee.

NORMALLY THE ACADEMIC COMMITTEE WILL DETERMINE THE NEED FOR A REVIEW AND WILL

MAKE A PROPOSAL TO INCLUDE THE REVIEW IN THE ANNUAL SYSTEM OBJECTIVES;

INCLUDE THE REVIEW IN ITS RECOMMENDATION FOR SYSTEM OBJECTIVES; AND

INCLUDE THE REVIEW IN THE ANNUAL PROGRAM PLAN ONCE THE OBJECTIVES ARE RATIFIED BY THE BOARD.

3.3 DEVELOPMENT PHASE

Development is the formulation or revision of curriculum policy stated through various documents. The policy, outlined in circulars and guidelines, emphasizes the broad aims of education and contains the prescriptive elements relating to objectives, content, learning activities, teaching strategies, and evaluation.

****

All proposals for the development of documents or materials to be issued in the Middlesex County schools will be considered by the Program Advisory Committee of the Board. The proposal may arise out of the annual review of the program plan or the receipt of a new Ministry document, a Superintendents' review, or may be presented by one of the teacher groups. When considering a proposal, the Academic Committee will decide whether or not to

accept, reject or suggest revisions to the proposal;

assign a project leader;

assign additional personnel, writing team, or task force;

and will

determine the time line for completion of the project;

arrange for update reports to be made to the committee;

arrange for approval by Executive Council of the project as required; and

arrange for receipt of the final document or materials.

NORMALLY THE ACADEMIC COMMITTEE ON RECEIPT OF A PROPOSAL FOR DEVELOPMENT WILL

DETERMINE IF THE PROPOSAL MEETS A SYSTEM NEED;

DETERMINE IF IT IS CONSISTENT WITH MINISTRY AND BOARD POLICY AND DIRECTION;

DETERMINE IF IT IS REASONABLE IN TERMS OF THE REQUEST FOR FINANCIAL AND HUMAN RESOURCES;

DECIDE TO REJECT, ACCEPT OR SUGGEST REVISIONS;

ARRANGE TO RECEIVE ANY APPROVALS NECESSARY;

PROVIDE, IF ACCEPTED, SUPPORT AND ON-GOING LIAISON THROUGH THE ASSIGNED PROJECT LEADER; AND

MONITOR THE PROGRESS AND THE USE OF RESOURCES.

3.4 IMPLEMENTATION PHASE

Implementation is the process of moving from a policy and associated plans to actual learning experiences. It is the co-ordinated planning, development, and installation of new programs of study that result in learning experiences reflecting policy objectives.

****

Once the Program Academic Committee has received a Ministry Document or the final report document of materials from a project team it will

review the document or materials;

determine if the document or materials will be validated and if so will arrange for the validation;

determine the suitability of the document or materials for use in the system;

determine if the materials will be piloted or field tested and if so will make the arrangements as required;

determine the plan to be used for distribution and implementation;

forward, when necessary, the final document or materials to Executive Council for approval and for the eventual approval of the Academic Affairs Committee of the Board and/or the Board;

receive the ratified document from the Board;

arrange for its distribution and implementation; and

monitor its implementation.

NORMALLY ONCE THE BOARD HAS RATIFIED A DOCUMENT OR A FINAL DOCUMENT HAS BEEN RECEIVED FROM THE MINISTRY FOR IMPLEMENTATION, THE ACADEMIC COMMITTEE WILL

ARRANGE FOR THE DISTRIBUTION OF THE DOCUMENT;

DETERMINE THE NECESSARY TEACHER RESOURCES;

ARRANGE FOR IN-SERVICE ACTIVITIES DESIGNED SPECIFICALLY TO ASSIST TEACHERS WITH THE USE OF THE DOCUMENT AT THE CLASSROOM LEVEL;

MONITOR THE IMPLEMENTATION THROUGH FEEDBACK RECEIVED FROM SUPERINTENDENTS, RESOURCE STAFF, PRINCIPALS, AND TEACHER GROUPS; AND

ARRANGE TO MAKE REVISIONS IN THE IMPLEMENTATION PLANS ACCORDING TO THE NEED DETERMINED FROM THE FEEDBACK.

The Middlesex County
Board of Education

SECTION 4.

SYSTEM PLAN FOR PROGRAM MANAGEMENT

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THE MIDDLESEX COUNTY BOARD OF EDUCATION

SYSTEM PLAN FOR PROGRAM MANAGEMENT

4.1 INTRODUCTION

Managing change effectively is a challenge that must be undertaken at all levels in our system. Change will not occur unless there is an undertaking by those concerned to be actively involved in bringing about the desired change.

It is anticipated that by involving people at all levels in the decision making process, by having an organized plan for change, and by managing the plan effectively that desired change can occur. An annual program plan will be developed and will be presented to the Board and to the staff to provide the necessary information to all those involved in the program improvement efforts. Each year the following cycle will occur to assist the planning, to help monitor the previous years work and to make revisions according to the information gathered.

4.2 ANNUAL PROCESS FOR PROGRAM PLANNING

EACH YEAR THE ACADEMIC COMMITTEE WILL
APRIL RECEIVE INPUT FROM INTERESTED GROUPS ON SYSTEM PROGRAM OBJECTIVES FOR THE FOLLOWING YEAR;
MAY CONSIDER ALL INPUT AND WILL DRAFT A RECOMMENDATION FOR SYSTEM PROGRAM OBJECTIVES; FORWARD THE RECOMMENDATION TO THE EXECUTIVE COUNCIL FOR ITS CONSIDERATION;

NOTE:

A request for input to the system program objectives will be forwarded to the principals' meetings in February. This will provide sufficient lead time for them to provide input by April.
A draft copy of system program objectives will be presented by the administration to the April meeting. These will be prepared with input from the Resource Staff.

JUNE

CONSIDER RATIFIED SYSTEM OBJECTIVES WHEN RECEIVED FROM THE BOARD

INCORPORATE PROGRAM OBJECTIVES WITHIN A DRAFT PROGRAM PLAN;

JULY

PRESENT DRAFT PROGRAM PLAN TO EXECUTIVE COUNCIL; AND

SEPTEMBER

FORWARD PROGRAM PLAN TO THE BOARD IN SEPTEMBER; AND

DISTRIBUTE PROGRAM PLAN.

4.3 The Program Plan

The program plan in this section has been developed by superintendents and members of the Board's resource staff with input from various groups. This will ensure that the document reflects the views of all the groups with representation on the program advisory committee.

The Middlesex County
Board of Education

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II Computer Advisory Committee Five Year Plan 28 - 39

III Science Laboratory Safety Update 40

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VI Thinking Skills 43

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The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: BUSINESS STUDIES RENEWAL - YEAR 1**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the first year of the Business Studies Renewal program and prepare the revised proposal for Year 2 of the plan for consideration for the 1990 budget.	DSD JGM Sec. Principals Bus. Directors WKS

PLANNING OVERVIEW	**TIMELINE**
Meet with the Secondary Principals and Business Directors to adjust the 1989 plan to reflect the reductions imposed by the budget.	May - June
Prepare orders for the purchase of the designated hardware and software.	June - Aug.
Delivery of new equipment to designated school and installation of equipment.	Aug. - Sept.
Meet with Business Directors to prepare the revised plan for renewal for incorporation inthe 1990 budget submissions.	Oct. - Nov.
Meet with Principals and Business Directors to approve final submission to 1990 Budget.	January
Meet with Principals and Business Directors to implement Year 2 of the renewal plan in accordance with the budget approval.	May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue and expand the field testing of computer hardware, software, and appropriate curriculum related activities by selected teachers.	TRW DSD WKS JNK

PLANNING OVERVIEW	**TIMELINE**
Review and refine current field tests in the areas of secondary Mathematics, English, Art, History, and Geography.	June - Oct.
Expand the scope of the secondary field tests to include the refined activities as well as additional activities at different grade levels.	Sept. - June
Provide appropriate in-service activities for teachers doing the field tests.	Sept. - June
Publish sample lesson and unit plans related to the findings of the teachers involved in the field tests.	Nov. - June
Begin a series of similar field tests using Commodore 64/IBM Ednet hardware, software, and appropriate curriculum related activities in the elementary panel.	Nov. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To expand the use of CDROM technology in elementary and secondary school libraries.	TRW DSD WKS JNK

PLANNING OVERVIEW	**TIMELINE**
Develop an appropriate set of materials related to the use of CDROM technology for information retrieval at the elementary and secondary levels.	June - Dec.
Purchase additional CDROM players and additional copies of the Grolier Electronic Encyclopaedia for use in 4 new elementary and secondary school libraries.	June - Dec.
Develop appropriate in-service activities for teacher librarians related to the use of the CDROM within the curriculum.	Sept. - Dec.
Provide in-service workshops for teachers related to the use of the CDROM technology.	Oct. - Sept.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue the telecommunications pilot in secondary school libraries.	TRW DSD WKS JNK

PLANNING OVERVIEW	**TIMELINE**
Expand the telecommunications pilot to additional secondary schools based on the results of the North Middlesex experience.	June - Dec.
Continue the pilot at North Middlesex and expand the scope to include other databases.	Sept. - Feb.
Provide opportunities for students to use computer mediated conferencing through the CHIMO telecommunications network.	Sept. - June
Provide teachers and students the opportunity to exchange information with other teachers and students from across Canada via the CHIMO network.	Jan. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To develop and field test a variety of sample lesson plans and activities that integrate the use of the computer within the curriculum at the elementary and secondary levels.	TRW DSD WKS JNK

PLANNING OVERVIEW	TIMELINE
Provide appropriate hardware and software to teachers interested in implementing computer activities within their curriculum and classrooms.	June - June
Refine and revise written lesson plans and materials generated through the activities above.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue the implementation of Library Circulation Systems in County libraries and to continue the activities related to the installation of a public access catalogue in two County schools.	TRW DSD WKS

PLANNING OVERVIEW	**TIMELINE**
Monitor and refine implementation plans related to installing a computerized circulation control system in all system libraries.	Sept. - June
Pilot a variety of techniques related to the retro-conversion of a library card catalogue to a computerized card catalogue system (public access catalogue).	Oct. - June
Write a procedure outlining all steps related to the installation of a circulation control system in County schools.	Nov. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To develop a comprehensive in-service training and support mechanism for the use of computers within school and Education Centre offices.	TRW DSD WKS

PLANNING OVERVIEW	**TIMELINE**
Continue the development and refinement of adult education quarter credit in-service programs. These programs will include an introduction to Word Perfect 5.0, Lotus 123 Version 2.01, dBase IV.	June - Sept.
Purchase 20 copies of the student version of Lotus 123 Version 2.01 and dBase IV for each secondary school.	July - Aug.
Install the software on appropriate networks in each secondary school.	September
Publish appropriate lesson plans for teachers.	September
Provide an in-service workshop for teachers.	October
Offer Lotus 123 at all five secondary schools to all Board employees and the public.	October
Offer dBase IV at all secondary schools to all Board employees and the public.	November
Arrange for an ongoing series of in-service activities to be held during the working day as well as early evening hours for all elementary, secondary and Education Centre secretaries.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To develop appropriate computer software activities and resources, and include them with all revised or new curriculum documents or support materials published from the Education Centre.	TRW DSD JTM WKS JNK

PLANNING OVERVIEW	**TIMELINE**
Contract with teachers and other individuals for the writing of appropriate curriculum based computer activities using a standard publication format.	May - Dec.
Develop and implement in-service activities for the resource and consultative staff related to the integration of computer technology within the curriculum.	
Refine and publish materials produced by writing teams.	Sept. - June
Develop integrated in-service activities designed to introduce these materials to teachers and emphasize their integration within the existing curriculum.	Oct. - June
Provide in-service training opportunities for teachers to receive and be trained in the use of these curriculum based computer activities.	Nov. - June
Make arrangements with other Boards of Education within the Southwestern Ontario Region to exchange similar computer related curriculum activities.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Encourage each teacher in the system to use at least one computer program within a curriculum unit at least once per term during the 1989-90 school year.	TRW DSD JMT WKS JNK

PLANNING OVERVIEW	**TIMELINE**
Prepare appropriate computer activities in the form of sample lesson and unit plans that integrate the use of the computer within the curriculum at the elementary and secondary levels.	June - Dec.
As these materials become available they will be provided with appropriate in-service workshops to elementary and secondary teachers.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To extend the Computer Advisory Committees computer implementation plan to cover the next five years.	TRW DSD WKS JMD

PLANNING OVERVIEW	**TIMELINE**
Request that the Computer Advisory Committee's writing team include a full five year projection in all of its draft materials, prepared for the 1989 report to the Board.	Sept. - Oct.
Request projections of needs and requirements for a five year period from the CAC sub-committees (Elementary Computer Committee, Secondary Computer Committee, Library Computer Committee, Office Computer Committee)	Oct. - Nov.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the implementation of the system and school plans for the integration of computers into school programs.	TRW DSD JTM WKS

PLANNING OVERVIEW	**TIMELINE**
Review and refine all existing computer implementation plans.	Sept. - Dec.
Request input be directed to the CAC from all schools related to their revised computer implementation plan.	Jan. - Feb.
Revise and refine the allocation of hardware and software resources based on school level input and school computer implementation needs.	

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To develop plans for a school and system student database. Develop a prototype data base and generate sample reports.	TRW DSD WKS

PLANNING OVERVIEW	TIMELINE
Strike a committee and give it the task of performing a systems analysis of the information required by the Education Centre from the schools.	Sept. - Dec.
On the basis of recommendations made by the committee standardize database structures and develop a prototype master database by combining individual school information.	Jan. - Feb.
School Data Entry.	March - April
Develop appropriate reports in conjunction with various departments within the Education Centre based on the master student database.	May - June
Refine the Data Collection procedures and database structure as required.	June - Sept.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CAC FIVE YEAR PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the implementation of the Computer Advisory Committee's Five Year Plan for Microcomputers (4th Year).	TRW DSD WKS

PLANNING OVERVIEW	**TIMELINE**
Receive input from sub-committees (Library Computer Committee, Elementary Computer Committee, Secondary Computer Committee, Office Computer Committee)	June - Sept.
Develop a draft CAC report.	Sept. - Nov.
Present CAC report to CAC Committee for approval and modification.	November
Present final CAC report to Academic Affairs Committee.	November
Present CAC report to the Board and recommend that the budget portion be forwarded to the Finance Committee for inclusion in the preliminary 1990 budget.	December

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: LABORATORY SAFETY UPDATE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement Year 1 of the Secondary School Laboratory Safety update.	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Complete the consultant's report regarding ventilation and gas control.	September
Submit report to Academic Affairs Committee.	October
Review Year 2 plans and modify if necessary.	October
Purchase materials and equipment as outlined in Year 2 plan once budget is approved.	May - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: LIBRARY RENEWAL PROJECT**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Expand the elementary and secondary school library book collections to support Ministry Guideline, Partners in Action.	TRW MEC

PLANNING OVERVIEW	**TIMELINE**
Collect and analyze data from survey of November 1988.	Nov. - May
Draft plan with assistance from Library Program Advisory Committee.	September
Submit draft plan to Executive Council.	October
Finalize plan and submit to Academic Affairs Committee.	Oct. - Nov.
Forward recommendations to the Board.	Nov. - Dec.
Develop long range implementation plan.	

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: TECHNOLOGICAL STUDIES RENEWAL - YEAR 3**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the second year of the Technological Studies Renewal Project and prepare the documentation for the presentation of the third year of the plan for budget consideration.	DSD JGM WKS

PLANNING OVERVIEW	**TIMELINE**
Adjust the 1989 plan to reflect the reductions in the annual budget.	May - June
Place orders for the repair and maintenance with DD+G Associates.	
Place orders for large replacement items through central purchasing.	
Authorize Technical Directors to arrange purchase of small replacement items.	
Confirm status of repairs.	Sept. - Oct.
Confirm purchase acquisitions of large and small replacement equipment.	
Finalize all repair orders and equipment purchases.	Nov. - Dec.
Prepare equipment list and repairs for 1990 to present to Technical Directors and Principals.	
Prepare Renewal Plan for 1990.	January
Present Plan to Academic Affairs for budget inclusion.	Feb. - March

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR	**PROJECT NAME: THINKING SKILLS**	**PRIMARY RESPONSIBILITY**
1989-90		
OBJECTIVE	Continue implementation of the Provincial Thinking Skills Project associated with the Excellence in Learning Grant.	TRW JTM MAH

PLANNING OVERVIEW	**TIMELINE**
Incorporate next group of grades four and seven students in participating schools.	September
Provide theoretical basis and materials for the teaching and learning of thinking skills.	On-going
Provide theoretical bases and skills for peer coaching.	On-going
Design and develop integrated science units for use in all classrooms.	On-going
Refine the design of and develop computer software.	On-going
Continue active research of thinking skills and learning styles.	Sept. - June
Monitor, through Steering Committee, the Thinking Skills Project.	Sept. - June
Continue in-depth planning for the remainder of Project.	Jan. - June
Prepare Ministry reports at predetermined intervals.	March - June

The Middlesex County
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The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ADULT AND CONTINUING EDUCATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to expand the program opportunities for adults in the areas of Literacy/Numeracy, English as a Second Language, and programs for credit.	TRW LGT

PLANNING OVERVIEW	**TIMELINE**
Implement ESL programs in Glencoe.	October
Implement Literacy/Numeracy and English as a Second Language in Parkhill.	October
Implement computer credit courses in Lotus 123, dBase IV in all secondary schools.	Sept. - June
Implement credit courses in Parkhill.	February

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CURRICULUM DOCUMENT REVIEW**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Initiate reviews of present curriculum documents to identify and remove any sex, race, ethnic, aboriginal or handicapped stereotyping and ensure that none appears in future documents.	TRW JTM DSD SO'M

PLANNING OVERVIEW	**TIMELINE**
Form a committee of Resource Staff to develop a process and criteria for evaluating documents.	October
Use the process and criteria to assess a sampling of documents.	November
Review the process with Executive Council.	November
Review the process with the Academic Resource Staff.	January
Present the process to Principals.	Jan. - Feb.
Begin to assess documents presently in place.	Feb. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ENGLISH AS A SECOND LANGUAGE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Provide English As A Second Language for new Canadian students, as required.	TRW EMC

PLANNING OVERVIEW	**TIMELINE**
Survey schools to determine needs.	June
Report results of survey and recommendations to the Superintenent of Academic Affairs.	June
Arrange for hiring of teacher aides.	September

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: STUDENT RETENTION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to develop and implement student retention strategies in the elementary and secondary schools.	TRW PJ

PLANNING OVERVIEW	**TIMELINE**
Continue Year 3 of the Colborne Street project and expand it to include Southdale elementary school.	Sept. - June
Expand the elementary project to include Caradoc North and South elementary schools.	Sept. - June
Conduct Year 2 of the attendance survey.	Sept. - June
Meet with the Principals and the Native Counsellors to investigate the expansion of the program to Westminster and A.E. Duffield elementary schools.	Oct. - June
Involve East Williams and Mosa Central elementary schools in the retention project.	Oct. - June
Report to Academic Affairs Committee.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: TEACHER PLANNING AND EVALUATION DOCUMENT**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin to implement the Teacher Planning Resource Document.	TRW JTM DSD BLK

PLANNING OVERVIEW	**TIMELINE**
Review the draft document with the Academic Committee.	July
Review the draft document with the Academic Resource Staff.	Sept. - Oct.
Meet with a validation team appointed by Principals and Senior Administration.	November
Print for system distribution.	January

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: TRANSITION YEARS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin to investigate the implementation of eliminating potential streaming in grade nine.	TRW JTM DSD JGM

PLANNING OVERVIEW **TIMELINE**

Once specific direction from the Ministry is received;

- establish a Transition Years Study Committee to:
  - i) investigate the implications of the restructuring proposed in Grades 7,8 and 9.
  - ii) investigate the implications of elementary streaming in Grade 9.
  - iii) make recommendations to the Executive Council in a formal report based on the study.

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The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: CORE FRENCH**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the implementation of the Core French program with special emphasis at the grade 6 and 7 level.	DSD BAM
	PLANNING OVERVIEW	**TIMELINE**
	Grade 6 Present Grade 6 Course of Study, resources and tests to Board for approval.	November
	Grade 7 Validate Grade 7 Course of Study.	Sept. - Dec.
	Revise Grade 7 Course of Study as necessary.	Jan. - March
	Develop resources to accompany Grade 7 Course of Study.	Sept. - June
	Grade 8 Conduct a pilot program of new Grade 8 course in 2 classes.	Sept. - June
	Write Basic Course of Study for fall 1990.	
	General Select and help interview candidates for Core French.	Nov. - June
	Assist in establishing Core French routes.	May
	Provide in-service to teachers as necessary.	On-going
	Complement Ministry programs related to languages (monitor, exchanges)	On-going

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: Core French - Exceptional Special Education Student Integration**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop strategies and resources to adapt Core French programs for students with special needs in conjunction with Special Education department.	DSD LRS BAM

PLANNING OVERVIEW	**TIMELINE**
Determine the parameters for appropriateness of integration into Core French.	
Determine generic profiles of special education students encountering difficulty in French.	September
Identify teaching and learning strategies to meet individual needs of special education students integrated in Core French programs.	September
Develop appropriate resources for special needs and learning styles.	Sept. - June
Provide in-service to teachers related to adapting program for special education students.	Oct. - On-going
Establish a network of support to help Core French teachers implement a program appropriate for individual student needs.	On-going

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: EARLY AND ONGOING IDENTIFICATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the recommendations of the Early and Ongoing Identification of Children's Learning Needs Program Review.	JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Rewrite the Handbook to include the recommendations and necessary modifications resulting from the work of the Review Committee.	Feb. - April
Prepare Phase II forms (in draft) for field test use during the 1990 Phase II Follow-up Activities.	Oct. - April
Prepare Phase I forms for use during May 1990 Assessment Activities.	October
Establish strategies and prepare necessary documentation for carrying out additional recommendations made by the Committee; e.g., Early and Ongoing Identification Phase III	Oct. - Jan.
In-service appropriate team members on the revised program. Phase II Field Testing Phase I Implementation	Jan. - March

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ENGLISH: PRIMARY DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin or continue the development and/or implementation of Ministry documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other Program documents approved by the Board. a) Basic Course of Study, English, 1-6.	JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Begin to implement process writing in schools which have had minimal or no participation in the Writing Project. (see Student Writing: Primary)	Jan. - June
Continue to assist schools to implement process writing in Primary division (see Student Writing: Primary).	Sept. - May
Add strategies and evaluation resources to the Resource Book: English in the areas of Listening, Speaking and Writing.	Jan. - March
Coordinate the work of the Primary Program Council Task Groups: i) continue the preparation of Literature Themes ii) prepare for printing and distribution of the Resource List of Good Literature compiled in May, June.	Sept. - Dec.
Continue to provide support for and add to the In-Serivce resources for the Ministry Document: Growing With Books.	Nov. - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ENGLISH: JUNIOR DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin or continue the implementation or development of Ministry Documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other program documents approved by the Board. a) Basic Course of Study: English 1-6.	JTM EMC

PLANNING OVERVIEW	**TIMELINE**
Continue to implement process writing - (See Student Writing: Junior)	Jan. - June
Add to the sections in the Resource Book, English 1-6, related to listening and speaking, reading and writing strategies and evaluation	Sept. - June
Co-ordinate the work of the Novel Study writing team - to write 6 novel study resource units/guides (2 per grade) to accompany the novels from the central supply	
. Write units and design materials	June - Dec.
. Conduct in-service sessions to introduce novel study resource units/ guides	Jan. - March
Continue to promote support for and add to the In-Service Resource for the Ministry Document: Growing With Books. See Integration and Active Learning: Junior Division	Nov. - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: FRENCH IMMERSION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue implementation of French Immersion program at the Primary Level with special emphasis at the Grade 2 level.	DSD BAM

PLANNING OVERVIEW	**TIMELINE**
Grade 1 Review first year of implementation of Grade 1 French Immersion to determine needs and directions of both Grades 1 and 2.	On-going
Revise Basic Course of Study for Grade 1 French language arts.	Fall
Develop resources and support documents for Grade 1.	On-going
Provide in-service for teachers based on teacher identified needs.	On-going
Grade 2 Validate basic Course of Study for Grade 2.	Sept. - June
Develop resources and support documents for Grade 2.	On-going
Provide in-service for Grade 2 teachers based on teacher identified needs.	On-going
Review Year [illegible] of implementation to determine future needs and directions.	Spring

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: FRENCH IMMERSION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue implementation of French Immersion program at the Primary Level with special emphasis at the Grade 2 level.	DSD BAM

PLANNING OVERVIEW	**TIMELINE**
Grade 3 Conduct parent information meetings.	October
Register immersion pupils.	December
Advertise immersion teaching positions.	November
Review applications and help with the selection of candidates.	January
Provide in-service to new applicants.	April - June
Determine emphasis and support materials for Grade 3.	April - June
Develop French language arts Course of Study for validation in grade 3.	April - June
All Grades Assist in integration of Music program in French immersion primary division.	
Develop, with Primary Consultant, an English Language Arts program for French immersion.	
Adapt and translate present county documents to French immersion needs.	
Develop and/or purchase relevant resources to support all curriculum documents for French Immersion.	

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: INTEGRATION AND ACTIVE LEARNING: PRIMARY DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Promote integration and an active learning environment in the Primary Division.	JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Conduct in-service activities that support integration and active learning in primary classrooms.	Oct. - June

- October PA days
- ongoing: School PA Day
  : in school

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: INTEGRATION AND ACTIVE LEARNING: JUNIOR DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Promote integration and an active learning environment in the Junior Division.	JTM EMC

PLANNING OVERVIEW	**TIMELINE**
Conduct in-service workshops on Integration and Active Learning (across the curriculum)	
. Session One (full day): Integration and the Use of Themes in an Active Learning environment	
. Followup/Ongoing Sessions (two half day sessions, scheduled with participating schools)	
- for teachers where school has chosen this as a focus for the junior division	Jan. - June
. Work with teachers on an ongoing basis to implement active learning	Jan. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: JUNIOR KINDERGARTEN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Investigate the implementation of a Junior Kindergarten Program in Middlesex County.	TRW JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Through the Primary Renewal Committe or Sub-Committee:	
Research the issues and identify the procedures that other Boards have followed in implementing Junior Kindergarten Programs.	Sept. - Dec.
Conduct a survey to determine staff and and facility needs.	Jan. - March
Prepare an initial report to be presented to the Primary Renewal Committee.	May
Forward report to the Executive Council.	July

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: MATHEMATICS: PRIMARY DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin or continue development and/or implementation of Ministry documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other Program documents approved by the Board. b) County Basic Course of Study: Mathematics 1-6.	JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Continue to develop the Resource Book: Mathematics, Primary.	Sept. - June
Prepare for printing and distribution Measurement and Geometry sections.	Aug. - Oct.
Coordinate the work of the Primary Program Council Task Group - Arithmetic section.	Sept. - Dec.
Conduct an in-service workshop on the use of manupulatives (Oct. PA Day) and provide ongoing in-school support.	Oct. - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: MATHEMATICS: JUNIOR DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin or continue the implementation or development of Ministry Documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other program documents approved by the Board. b) County Basic Course of Study: Mathematics 1-6.	JTM EMC

PLANNING OVERVIEW	**TIMELINE**
Complete a demonstration Geometry Kit for the Junior Division.	June - Aug.
. Use kit in three schools to determine its effectiveness, and to design teaching strategies and activities	Sept. - Jan.
. Conduct in-service workshops on Geometry and the use of the Kit	Feb. - June
Complete and present to the principals the resource materials prepared on the geometry and measurement sections of the Junior Mathematic OAIP	July - Dec.
Begin to develop a Resource Book: Mathematics, Junior to support the Basic Course of Study.	Sept. - June
Establish strategies to assist principals and teachers in carrying out the recommendations in the 1988-89 report of the County review of student achievement in Mathematics, Junior Division and the Ministry Review.	Sept. - Dec.
. Begin to carry out these strategies.	Jan. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: PRIMARY RENEWAL**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin the development and implementation of the Primary Renewal Plan - Year 1.	TRW JTM NMC BLK

PLANNING OVERVIEW	**TIMELINE**
Through the Primary Renewal Committee:	
Study the revised "Formative Years" and provide feedback, if required, to the Ministry through the consultation process.	Sept. - Dec.
Prepare a coordinated plan for the renewal of primary education.	January
Assess classroom environments, furniture and equipment and take steps towards ensuring that all primary classrooms are equipped to provide child-centred, active learning environments.	Sept. - Dec.
Review current practices and begin to provide school-based in-service on a systematic basis to assist teachers in implementing active learning strategies in the classroom.	Feb. - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME**: **SCIENCE - PRIMARY/JUNIOR**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the development and/or implementation of Ministry documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other Program documents approved by the Board. c) County Basic Course of Study: Science 1-6	JTM EMC NMC

PLANNING OVERVIEW	**TIMELINE**
Contract two teachers to continue writing Basic Course of Study 1-6.	Sept. - Dec.
Continue the contract for one teacher to complete the writing of Basic Course of Study 1-6.	Jan. - June
Provide Orientation In-Service to Principals - overview of Basic Course completed to date - kit program - other resources	September
Provide initial in-service to all schools through: Principal 1 primary teacher) from each 1 junior teacher) school on the "intent" of the science document.	October
Print and distribute, with appropriate in-service, science units as they become available.	Jan. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SCIENCE KIT PROGRAM - PRIMARY/JUNIOR**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the development and/or implementation of Ministry documents and the County Basic Courses of Study, County Program Planning Guides, County Course Outlines and other Program documents approved by the Board. d) Science Kit Program	JTM EMC NMC

PLANNING OVERVIEW	**TIMELINE**
Establish portable at Valleyview as the Science Kit Storage and Distribution Centre.	July - Aug.
Establish a distribution schedule.	September
Hire appropriate personnel to assist in the operation of the Science Kit Program (i.e. to receive, refurbish and distribute kits according to schedule - 3 times a year; and to keep stock on hand).	June - July
Provide orientation and initial in-service for use of the Kit program - to all primary and junior teachers (by "Kit Family" of schools).	Sept. - Oct.
Continue the purchase/development of additional kits as outlined in original.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: STUDENT WRITING: PRIMARY DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the recommendations as stated in the report of the Review of Student Writing, Grades 3 and 6.	JTM NMC

PLANNING OVERVIEW	**TIMELINE**
Continue to implement process writing, in schools which have had minimal or no participation in the Writing Project, to address the recommendations stated in the report: Superintendents Program Review: Student Writing Grades 3 and 6.	Sept. - May
Complete the Process Writing Project for Year 1 teachers. (Rec. #1, 6)	Sept. - Dec.
Prepare an In-Service package to assist schools and teachers to implement the writing process. (Rec. #1, 6)	Jan. - June
Assist teachers and principals to directly relate the Basic Course objectives and the teacher's objectives to the children's actual writing; to integrate writing across the curriculum; and to relate the steps of the writing process to different levels of thinking skills. (Rec. #2,5,7)	
Complete the Writing Evaluation resources (forms, checklists and explanations) (Rec. #3).	June - Oct.
Include the evaluation forms and strategies in the Resource Book: English.	Sept. - Oct.
Pilot the evaluation procedures in selected classrooms and revise if necessary.	Oct. - March
Provide ongoing in-school assistance, on request, in evaluation and reporting of writing growth and achievement. (Rec. #4)	Oct. - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: STUDENT WRITING: JUNIOR DIVISION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the recommendations as stated in the report of the Review of Student Writing, Grades 3 and 6.	JTM EMC

PLANNING OVERVIEW	TIMELINE
Continue to implement process writing - in schools which have had minimal or no participation in the Writing Project (to address recommendation #1)	
. Design a "Writing Package" for in-school in-service on process writing and the workshop approach	June - Sept.
. Visit schools to explain process writing and the workshop approach, and offer assistance (to meet their individual needs in beginning to use the approach)	Sept.
. Conduct 1/2 day workshop: Process Writing - Initial Input Session	Oct. PA day
. Provide, upon request, ongoing in-school assistance (Recom.1,6)	Sept. - June
. Conduct second 1/2 day input in-service session	Feb. (PA day) (or as scheduled by individual schools)
Complete Writing Evaluation Forms for the Junior Division, and add to Resource Book; English Grades 1-6 (Recom. #3)	June - Oct.
. Pilot evaluation forms in selected classrooms, and revise if necessary	Sept. - June
Provide ongoing in-school assistance, on request, in the evaluation and reporting of writing growth and achievement (Recom. #4)	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: WRITING MUSIC**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the new writing materials developed for use of kindergarten, grade one and grade two students.	DSD JPB

PLANNING OVERVIEW	**TIMELINE**
Complete the writing of the materials for grade two.	September
Monitor the use of these materials for kindergarten, grade 1 and grade 2.	Oct. - June

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INTERMEDIATE/SENIOR

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: BUSINESS STUDIES SECOND GENERATION CURRICULUM DOCUMENTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue the preparation and distribution of the second generation curriculum documents in accordance with the agreement with the Ministry of Education.	DSD JGM

PLANNING OVERVIEW	**TIMELINE**
The joint writing team from Elgin/ Middlesex forwards the Draft BAA - Accounting - Senior Division to the Ministry of Education for distribution.	May - June
The Middlesex writing team for BPA/DPA Data Processing Applications - Senior Division reconvenes to continue the preparation of the document.	June - Sept.
Writing team meets to prepare draft of BPA/DPA course of study.	Sept. - Dec.
Final editing of BPA/DPA course.	Jan. - Feb.
Submission of final copy to Ministry of Education for distribution.	April

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CONSOLIDATION OF MIDDLESEX COUNTY SCHOOL LIBRARIANS' ASSOCIATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the creation of a Librarians' Association.	TRW MEC

PLANNING OVERVIEW	**TIMELINE**
Form an Executive and the Ad Hoc Committees.	Sept. - June
Hold the organizational meeting of the new Association.	
Provide on-going support to the Association.	

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: CO-OPERATIVE EDUCATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Consolidate the Co-Operative Education programs in all secondary schools.	DSD LGT

PLANNING OVERVIEW	TIMELINE
Survey former Co-Operative Education students to determine the value of Co-Operative placement audits value in career planning.	October
Continue expansion in Lord Dorchester, Glencoe and Medway Secondary Schools.	Sept. - June
Develop and implement a Co-Op Education computer system at Strathroy Collegiate.	January
Revise Co-Operative Education Guideline to be consistent with the Ministry document.	Nov. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: CORE FRENCH - Intermediate Ministry Review**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement recommendations of Ministry Review for Intermediate Core French, as required.	DSD BAM

PLANNING OVERVIEW	**TIMELINE**
Review recommendations.	September
Conduct necessary needs assessment.	October
Establish Board recommendation priorities, and time-lines.	November
Plan implementation time-lines for recommended curriculum priorities.	November
Begin development of appropriate curriculum documents and resources.	Jan. - June
Set in-service priorities and time-lines.	January

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: COUNTY ART EXHIBIT**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Initiate the first annual county art exhibit.	DSD CEA

PLANNING OVERVIEW	**TIMELINE**
Curate artwork received from all schools.	Sept. - Feb.
Orchestrate printing requirements.	
Matt and strike exhibition.	
Orchestrate opening.	December
Dismantle show.	
Distribute frames to schools.	
Develop management system for frames and student artwork.	

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ELEMENTARY REPORT CARDS: PRIMARY, JUNIOR, AND INTERMEDIATE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the recommendations from the County Survey on the use of the Primary, Junior, and Intermediate Elementary Report Cards.	TRW DSD JTM NMC EMC JGM

PLANNING OVERVIEW	**TIMELINE**
Form a committee to examine the data received as a result of the survey conducted in May - June 1989.	September
Identify recommendations based on the analysis of the data.	Oct. - Dec.
Establish strategies, where appropriate, for carrying out the recommendations; e.g., prepare a Resource Book on the Use of the Elementary Report Cards.	Jan. - March

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PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: ENGLISH - MATHEMATICS - INTERMEDIATE - SENIOR**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the development and implementation and/or revision of courses of study based on OSIS English and Mathematics guidelines. f) English 7-8	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Complete the five units based on new format to meet OSIS requirements.	June - Sept.
Print completed units for field testing.	September
Develop and assist with workshop for Grade 7-8 teachers on new units.	Sept. - Oct.
Receive input from field test.	November
Revise format, if required, based on field test.	Nov. - Dec.
Begin writing of additional Grade 7-8 units.	Dec. - July
Print revised courses.	August

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ENGLISH - MATHEMATICS - INTERMEDIATE - SENIOR**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the development, implementation and revision of courses of study based on OSIS English and Mathematics guidelines. f) English 9-12	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Complete the development of Grade 9 General, Grade 10 General and Grade 9 Basic courses.	September
Meet with Department Heads to review course development process and plan future development.	October
In-service Department Heads with "Curriculum Management", supplement to Program Plan.	October
Develop and help carry out system and school implementation plans.	November
Monitor implementation process.	Nov. - June
Develop courses as outlined in October plans.	June - Sept.
Identify and deliver in-service programs to English Department.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: ENGLISH - MATHEMATICS - INTERMEDIATE - SENIOR**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the development, implementation and revision of courses of study based on OSIS English and Mathematics guidelines. g) Mathematics 7-8, 9-OAC	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Develop, in cooperation with Department Heads, a common format for courses of study.	Fall
Develop two courses, one intermediate, one senior, using model format.	Nov. - Sept.
Monitor the implementation of senior courses.	Jan. - June
Complete the writing of Grade 8 units and the revision of Grades 7-8 objectives based on OSIS guideline.	June - Sept.
Print completed units for field testing.	June - Sept.
Design and present workshop to teachers on new unit format.	October
Receive input from field testing.	November
Revise format, if required, based on field testing.	Nov. - Dec.
Begin writing of additional Grades 7-8 units.	Jan. - July
Print revised courses.	August

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: EVALUATION OF STUDENT ACHIEVEMENT IN MUSIC**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the new guidelines for student evaluation.	DSD JPB

PLANNING OVERVIEW	**TIMELINE**
Monitor the use of the evaluation guidelines for grades K to 8.	Sept. - June
Revise and refine if necessary.	Sept. - Oct.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: FAMILY STUDIES - SECOND GENERATION CURRICULUM DOCUMENTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue with the distribution of the second generation curriculum documents received under the Ministry of Education plan.	DSD JGM Helen Kerr Isabel Brown

PLANNING OVERVIEW	**TIMELINE**
To receive either the hard-copy or computer discs of the courses of study for the new Family Studies program and to circulate these documents to the secondary school department head of Family Studies for implementation.	September On-going
Meet with Family Studies Heads to develop implementation plan.	
Monitor the implementation process.	

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: GUIDANCE - ELEMENTARY**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue with the implementation of the Choices Junior - Career Awareness program.	DSD JGM

PLANNING OVERVIEW	**TIMELINE**
To begin to implement the Choices Junior software program in Grades 7 and 8 where appropriate hardware is available.	September

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: GUIDANCE - SECONDARY**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue with the investigation of the necessary hardware and software to replace the SGIS system regarding career awareness at the secondary level.	DSD JGM
	PLANNING OVERVIEW	**TIMELINE**
	To continue to work through the secondary committee of CAC to determine the best method of delivery of career awareness information e.g. Choices, PC Directions, and others.	On-going

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: LIBRARY COMPUTER AUTOMATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to support the Library Computer Committee and the automation of elementary and secondary school libraries.	TRW MEC

PLANNING OVERVIEW	**TIMELINE**
Assist in the writing of the annual report from the Library Computer Committee.	September
Distribute Library Automation Application Forms to select new sites for 1990.	Sept. - Oct.
Select new sites for 1990 in consultation with the Library Automation Sites Selection Committee.	Oct. - Nov.
Assist in automation of libraries for 1990.	Nov. - Dec.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: REGIONAL PROJECTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to be involved with Regional Projects to develop and implement second generation documents at the Intermediate/ Senior levels in Business Studies, Family Studies, Geography, Science and History. c) History 7 - OAC	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Print additional courses of study as they are received and print locally developed courses.	June - Sept.
Distribute additional courses.	June - Sept.
Obtain feedback on Grade 7-8 courses.	June
Work with Elementary Principals and Department Heads to develop and carry out system and school plans for Awareness and Early Use phases of implementation for Grades 7-9 courses.	Sept. - Oct.
Organize Grades 7-8 In-service System-Day workshop.	October
Monitor and provide assistance with implementation as requested or outlined in system and school plans.	Nov. - June
Work with Department Heads to identify a process to acquire courses not developed in the regional pool.	November
Develop, in co-operation with interested teachers, the grade 7 local History unit.	Sept. - June

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: REGIONAL PROJECTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to be involved with Regional projects to develop and implement second generation documents at the Intermediate/ Senior levels in Business Studies, Family Studies, Geography, Science and History. d) Science 7 - OAC	JTM JGM

PLANNING OVERVIEW	TIMELINE
Print additional courses as they are received and the Senior Physics course for region.	June - Sept.
Distribute additional courses.	June - Sept.
Obtain feedback on Grade 7-8 courses.	June
Work with Elementary Principals and Department Heads to develop and carry out system and school plans for Awareness and Early Use phases of implementation for Grades 7-10 courses.	Sept. - Oct.
Provide a Grades 7-8 in-service system day workshop.	October
Monitor and provide assistance with implementation as requested or outlined in system and school plans.	Nov. - June

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME**: **REGIONAL PROJECTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to be involved with regional projects to develop and implement second generation documents at the Intermediate/ Senior levels in Business Studies, Family Studies, Geography, History, and Science. e) Geography 7-OAC	JTM JGM

PLANNING OVERVIEW	**TIMELINE**
Complete the writing of the Grade 9 Basic Course of Study.	October
Print course and deliver to Ministry.	October
Print and disseminate courses developed by other boards.	Sept. - Dec.
In-Service Geography Heads on "Curriculum Management", supplement to the Program Plan.	October
Develop and help carry out system and school implementation plans for Grade 7 to 9 as documents are received.	October
Meet with Department Heads and Elementary Principals to monitor implementation.	Oct. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SECONDARY PHYSICAL EDUCATION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Initiate implementation of the recommendations from the 1989 Secondary School Physical Education Review Report.	DSD KAB

PLANNING OVERVIEW	**TIMELINE**
Review recommendations with Principals and Physical Education Department Heads.	April
Issue a memorandum outlining expected action to be taken to initiate implementation of recommendations.	May
Discuss with Department Heads their action plans for initiation of the recommendations within their departments.	June
Initiate Physical Education Subject Council.	June
Review with the Principals, the school objectives that relate to the implementation of the recommendations. (Superintendents)	Sept. - Oct.
Review action plan progress with Department Heads. (Physical Education Consultant)	Jan. - Feb.
Make recommendations for continued program improvements. (Physical Education Consultant)	April - June
Review implementation progress with Principal. (Superintendents)	June

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SECONDARY SCHOOL MEDIA SELECTION COMMITTEE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to support the Secondary School Department Heads to identify resources for purchase.	TRW MEC

PLANNING OVERVIEW	**TIMELINE**
Establish resource needs through ongoing communication with Department Heads.	Sept. - June

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SECONDARY SCHOOL PARTNERS - TELEVISION & S.S AV TECH & LIBRARIANS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Make TV resources in the secondary schools more available to staff and students.	TRW MEC

PLANNING OVERVIEW	TIMELINE
Call meeting with Secondary School AV Technicians and Librarians to discuss partnership and problems involved in creating and lending tv tapes.	September
Continue re-organization of tv tape collection including verification of of licenses and ease of retrieval.	
Develop catalog system and conditions of usage for students.	
Support continuation of this special partnership to promote better usage of tv tapes, guides, and equipment in the secondary school setting.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: VISUAL ARTS 7 AND 8**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the program planning/Resource Package Grade 7 and 8 Visual Arts.	DSD CEA

PLANNING OVERVIEW	**TIMELINE**
Begin the awareness stage of implementation	Sept. - Dec.
Validate the Program Planning/Resource Package Grade 7 and 8.	Dec. - June
Begin to implement and field test	

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PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: VISUAL ARTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop and/or revise the program planning guide grade 9 and 10 Visual Arts to complete the Intermediate Division project.	DSD CEA

PLANNING OVERVIEW	**TIMELINE**
Review recommendation from the Ministry concerning the elimination of streaming in grade 9.	September
Re-address the Program Planning Guide Intermediate Grade 9 and 10.	
Rewrite the grade 9 and 10 section of the Intermediate Program Planning Guide/ Resource Package.	Dec. - June
Plan implementation time lines/field test.	
Develop appropriate resources.	
Set in-service priorities and timelines.	
Validation of document.	

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PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: ADOLESCENT SEXUALITY**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Grade 7 and 8 Adolescent Sexuality Program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Revise the program to utilize the program expansion to five periods.	July
Develop follow up materials for the classroom teacher.	July
Establish 1989-90 program implementation objectives.	September
Monitor the program through classroom visitations with special emphasis on student activities.	Oct. - Nov.
Review and report on implementation objectives.	December
Review program content and revise where necessary.	May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: AIDS PREVENTION PROGRAM**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the AIDS Prevention Program with particular emphasis on the secondary school programs.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Develop resource booklet of teaching strategies.	Sept. - Dec.
Provide in-service on resource booklet.	Jan. - Feb.
Encourage secondary schools to provide AIDS Education to all students by supporting the Public Health Sexuality Presentations.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: CHILD ABUSE PREVENTION**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Grade 3 and 4 Child Abuse Prevention Programs.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Provide in-service to new Principals and new teachers of the Grade 3 program.	October
Provide in-service to new teachers of the Grade 4 program.	January
Monitor the program through classroom visits and discussion with teachers.	Jan. - June
Revise programs where necessary.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: DECISIONS FOR LIVING**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to consolidate the special programs into a Decisions for Living Program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Develop the Decisions for Living Document.	May - June
Present an overview of the Decisions for Living Program to:	
Executive Council,	September
Principals,	October
Academic Affairs,	October
Special Program Teachers,	Oct. - June
Program Advisory Committee, and	October
Academic Resource Staff.	November

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: DRUG EDUCATION IN-SERIVCE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop and implement Drug Education In-Service opportunities for teachers and administrators.	TRW DSD KAB BLK

PLANNING OVERVIEW	**TIMELINE**
Submit Drug Education In-Service Action Plan to Regional Ministry office.	June
Host primary program prevention in-service for Grade 6 teachers.	October
Arrange primary program prevention in-service for Grade 7 and 8 teachers.	October
Host in-service for administrators in Substance Abuse Policy implementation.	Oct. - Nov.
Develop counselling in-service program for staff involved in crisis intervention.	Sept. - Dec.
Host workshop for staff involved in crisis counselling.	Jan. - June
Submit Year 2 Drug Education In-Service Action Plan to Regional Ministry office.	May

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME:** O.S.A.I.D.	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Ontario Students Against Inebriated Driving Program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Meet with student government representatives and staff liaisons to discuss school programs and decide 1989-90 initiatives.	October
Support program initiation.	November

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: QUEST**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Quest Program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Review the training programs available to staff members.	June - Sept.
Determine grade 7 and 8 home room teachers needing to be trained.	June - Sept.
Register delegates and co-ordinate training details.	June - Oct.
Provide support to schools.	Oct. - May
Review the opportunities that have been made available to offer this program to exceptional pupils.	May - June
Conduct a review meeting with the program teachers.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: RESPONSIBLE SEXUALITY**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Responsible Sexuality Program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Establish co-ordinators, program schedule and staff involvement in each school.	Nov. - Dec.
Assist with school programs where necessary.	Jan. - April
Receive feedback from co-ordinators.	April - May
Review and revise where necessary.	May - June
Investigate the development of a senior responsible sexuality program.	Sept. - Jan.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SCHOOL AND STUDENT SUPPORT SERVICES PLAN**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Begin to develop a comprehensive student support service plan for the system.	TRW KAB, BLK, FPC, AUS, PMJ

PLANNING OVERVIEW	**TIMELINE**
Develop outline of System Plan.	May - June
Establish Steering and Implementation Committees.	June
Present Plan to:	
Academic Resource Staff,	
Executive Council,	June
Principals, and	August
Academic Affairs.	September
Hold first meeting with Implementation Committee.	September
Begin to develop Student Stress Management Program.	Sept. - June
Develop counselling in-service program for staff involved in crisis intervention (See Drug In-Service Plan)	Sept. - Dec.
Host workshop for staff involved in crisis intervention. (See Drug In-Service Plan)	Jan. - Feb.
Support crisis intervention efforts.	Jan. - June
Continue to develop and implement school retention plans.	Sept. - June
Establish Tragic Response Guidelines.	Sept. - June
Communicate Tragic Response Guidelines to administration and staff.	Jan. - June
Review and revise plan.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: VALUES, INFLUENCES, AND PEERS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Support the implementation of the Grade 6 Values, Influences, and Peers program.	TRW KAB

PLANNING OVERVIEW	**TIMELINE**
Provide in-service for teachers new to the Grade 6 program.	October
Review with principals the opportunities being provided for ALL grade 6 students to take part in the program.	Oct. - Nov.
Monitor the program through classroom visits and discussion with the classroom teacher and students.	Jan. - June
Conduct a review meeting and co-ordinate scheduling of programs with OPP Community Services officers.	June

The Middlesex County
Board of Education

SPECIAL EDUCATION

I Music - T.R. Students 101

II Course of Study T.R. Pupils 102

III Decentralization of the IPRC Process 103

IV Guidelines for Integration 104

V Individualized Planning and Evaluation Model 105

VI In-Service - School Team Approach 106

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X S.E.W. Project 110

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The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: MUSIC PROGRAM FOR TRAINABLE RETARDED STUDENTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement the music program planning guide for TR students.	DSD LRS JPB

PLANNING OVERVIEW	**TIMELINE**
Implementation.	Oct. - Dec.
Assess the success of the program made in the fall term.	January
Implemention.	Jan. - June
Assess the success of the guidelines.	June
Revise and refine if necessary.	Sept. - Oct.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: SPECIAL EDUCATION - COURSE OF STUDY - PROGRAMS FOR T.R. PUPILS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement Course of Study - Programs for Trainable Retarded Pupils - Part II and continue to develop Course of Study.	LRS

PLANNING OVERVIEW	**TIMELINE**
Implement Course of Study - Programs for T.R. Pupils - Part II.	Sept. - June
Continue work of Committee to complete Course of Study.	Sept. - March
Approval of completed Course of Study.	April - May

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: SPECIAL EDUCATION - DECENTRALIZATION OF THE CENTRAL SPECIAL EDUCATION IDENTIFICATION, PLACEMENT AND REVIEW COMMITTEE**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue the implementation of the decentralization of the Central Special Education Identification, Placement and Review Committee.	LRS

PLANNING OVERVIEW	**TIMELINE**
In-service for Chairpersons.	Oct. - Nov.
Determine area committee members.	Oct. - Nov.
In-service for area committee members.	Nov. - Feb.
Implement decentralization.	Feb. - June
On-going monitoring of decentralization.	Oct. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SPECIAL EDUCATION - GUIDELINES FOR INTEGRATION OF EXCEPTIONAL PUPILS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop guidelines regarding the management of the integration of exceptional pupils from self-contained classrooms.	LRS

PLANNING OVERVIEW	**TIMELINE**
Form committee composed of elementary principals, special education teachers, regular classroom teachers and special education resource personnel.	November
Formulate considerations, management strategies and procedures, documentation and follow-up.	Nov. - March
Draft guidelines.	April - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SPECIAL EDUCATION - INDIVIDUALIZED PLANNING AND EVALUATION MODELS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement Special Education individualized planning and evaluation models for use in programs for T.R. pupils and exceptional students - secondary.	LRS

PLANNING OVERVIEW	TIMELINE
In-service Superintendents, Principals, Vice-Principals, and teachers.	Oct. - Dec.
Implement models at school level.	Jan. - June
Monitor implementation.	Jan. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SPECIAL EDUCATION - INTENSIVE IN-SERVICE PROGRAM TO SUPPORT CONTINUED IMPLEMENTATION OF SCHOOL TEAM APPROACH**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop and implement an intensive in-service program for a group of schools to support their continued implementation of the School Team Approach.	LRS FPC BLK

PLANNING OVERVIEW	**TIMELINE**
Determine the group of schools.	September
Provide in-service for participating principals.	Oct. - Nov.
Provide ongoing in-service for school staffs.	Oct. - Nov.
Provide in-service for team leaders. school staffs.	Jan. - Feb.
Monitor the implementation of the in-service program.	Oct. - June
Provide third in-service workshop for school staffs.	March - April
Monitor the implementation of school Team Approach in this group of schools.	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: SPECIAL EDUCATION - MUSIC TR - PROGRAM PLANNING GUIDE - ELEMENTARY**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement Program Planning Guide for Music Programs for Trainable Retarded pupils.	DSD LRS JPB

PLANNING OVERVIEW	**TIMELINE**
In-service music teachers and teachers of trainable retarded pupils regarding song literature.	Sept. - Oct.
Monitor the implementation of the Program Planning Guide in the areas of i) delivery and ii) assessment/evaluation	Sept. - June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SPECIAL EDUCATION PLAN 1988-89**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Implement amendments of Special Education Plan 1988-89. Review and revise, if necessary, the Special Education Plan 1988-89.	TRW LRS

PLANNING OVERVIEW	**TIMELINE**
Implement amendments of the Special Education Plan, 1988-89.	Sept. - June
Monitor the implementation of Special Education Withdrawal Programs at Biddulph, Caradoc North, Caradoc South, Delaware Central, Metcalfe, Northdale Central and Parkhill-West Williams.	Sept. - June
Monitor the implementation of Specific Learning Disabilities Program at Caradoc Central.	Oct. - Nov.
Receive Ministry Directives re: Special Education Plan, 1989-90.	November
Compile Data.	Nov. - March
Complete Plan.	March - April
Present Plan to Special Education Advisory Committee and Board.	April - May
Forward Plan to Ministry.	May.

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: SPECIAL EDUCATION - REPORT CARDS AND COMMUNICATION REPORTS**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Review and revise, if necessary, Special Education Report Cards (elementary) and Communication Reports (secondary).	TRW DSD JTM LRS

PLANNING OVERVIEW	**TIMELINE**
Form committees composed of Principals, special education teachers, Superintendents, Executive Officer, Special Education Resource Teachers.	Sept. - Oct.
Review and revise, if necessary.	Oct. - Jan.
Present revised draft report cards/ communication reports to Special Education Principals Advisory group (PAG) for feedback.	February
Present revised draft report cards/ communication reports to area Principals' meetings for feedback.	April
Present revised draft report cards to Executive Council.	May
Present revised reports to Special Education Advisory Committee and Board.	June

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR **1989-90**	**PROJECT NAME: SPECIAL EDUCATION - S.E.W. PROJECT**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Continue to implement the S.E.W. Project in designated schools.	LRS

PLANNING OVERVIEW	**TIMELINE**
Provide on-going in-service to designated schools.	Sept. - June
Implement and monitor the project.	Sept. - June

The Middlesex County
Board of Education

STAFF DEVELOPMENT

I Staff Development Program 111

II System Staff Development Model 112

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The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: STAFF DEVELOPMENT PROGRAM**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	To continue the development of a comprehensive program in-service for Principals and Vice-Principals. To offer the Staff Development Training Program for the 1989-90 school year.	TRW BLK

PLANNING OVERVIEW	**TIMELINE**
Meet with Gene Burdenuk, OISE/UWO Leadership Centre and T.R. Williamson to plan program for Principals for the 1989-90 school year.	June 1989
Continue the Leadership/Staff Development component for Vice-Principals for Year 2.	Jan. - Nov. 1990
Conduct the Staff Development Training Program for the 1989-90 school year.	October 1989

The Middlesex County Board of Education

PROGRAM PLANNING GUIDE

YEAR 1989-90	**PROJECT NAME: SYSTEM STAFF DEVELOPMENT MODEL**	**PRIMARY RESPONSIBILITY**
OBJECTIVE	Develop an additional plan, "Major System Projects" for the Staff Development model.	TRW BLK

PLANNING OVERVIEW	TIMELINE
Identify focus and components of new phase.	May - June 1989
Present to Academic Resource.	June 1989
Consider applications to "Major System Projects" for 1989-90.	June 1989
Implement the new phase.	Sept. 1989

The Middlesex County
Board of Education

STAFF DEVELOPMENT

I SYSTEM DAY(S)	II TEACHER DAY	III SCHOOL DAY	IV LEADERSHIP	V ON-GOING	VI MAJOR SYSTEM PROJECTS	VII IN-SERVICE FUND
Administrative/ System focus	Teacher Responsible for Program	Principal Responsible for Program	Staff Development Training Program	Librarians (MCSLA)	Committee Identified System Emphases	Negotiated in Contract
Needs related to System Aims and Objectives	Approved by Principal			New Documents		Covers In-service and Educational Improvement Leaves
			Principals' Development Program	CMS Heart Saver	Delivered by a Team consisting of System Personnel	Long term or in-depth
			Vice-Principals' Development Program	WHMIS Computers	Emphases Identified from System 3-5 Year Plan	
				Child Abuse VIP Quest First Aid		
				Employment Equity		
				New Teacher Orientation and Development		
				Special Education Teachers Elementary and Secondary		

WHMIS - Workplace Hazardous Materials Information System
C.M.S. - Computer & Media Services
MCSLA - Middlesex County School Librarians Association

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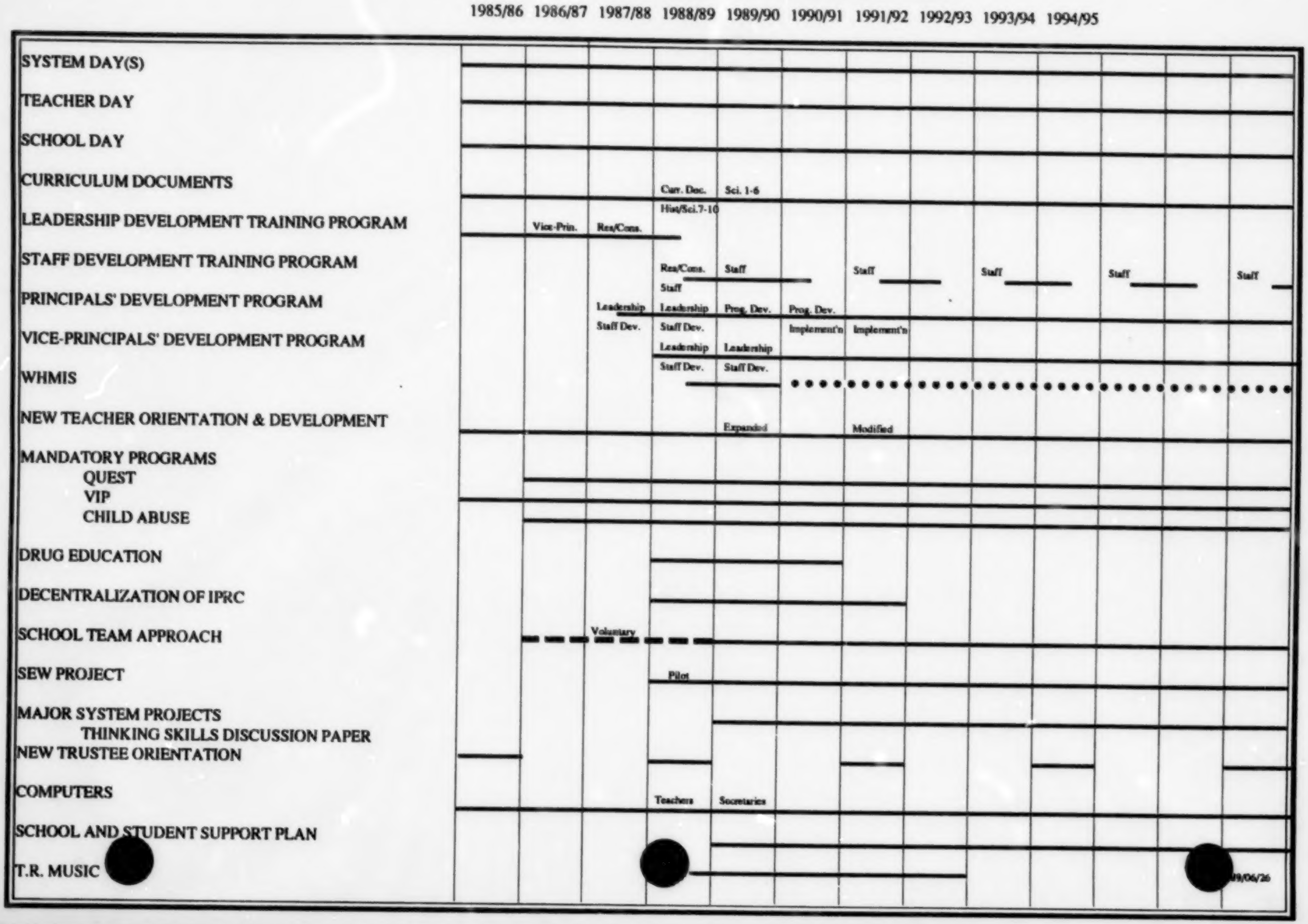
LONG RANGE STAFF DEVELOPMENT



The Middlesex County Board of Education

SYSTEM DAY STAFF DEVELOPMENT
ELEMENTARY

FRIDAY OCTOBER 20, 1989

ALL DAY SESSIONS

First Aid	One Person/Staff	Required
Active Learning	Junior Division Teachers	Recommended

MORNING SESSIONS 9:00 - 11:30

Learning Strategies	New Teachers SEW/GLD Programs	Required
French - Ministry Review	Intermediate French Teachers	Required
English - New Resource Units	Intermediate Division Teachers	Recommended
Mathematics	Primary Division Teachers	Recommended
Race and Ethnic Stereotyping	All Teachers	Optional
Automating Your Library	Librarians	Optional

AFTERNOON SESSIONS 1:00 - 3:30

Music	All Music Teachers	Required
Art - Implementation of Program Planning Guide	Intermediate Visual Arts Teachers	Recommended
Core French	Grade 7 French Teachers	Recommended
Geography	Intermediate Division Teachers	Recommended
Science - Things That Work	Intermediate Division Teachers	Recommended
Telecommunications and Library Research	Librarians	Recommended
Learning Strategies - Special Education	All Teachers	Optional
Employment Equity - Gender Stereotyping	All Teachers	Optional
Employment Equity - Dealing with Difficult People	All Teachers	Optional

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**The Middlesex County
Board of Education**

SYSTEM DAY STAFF DEVELOPMENT
ELEMENTARY

MONDAY OCTOBER 23, 1989

ALL DAY SESSIONS

French Immersion - Language Arts	Grades 1/2 French Immersion Teachers	Required
QUEST	Teachers new to grades 7/8	Required
Teaching and Lerning of Thinking Skills	All Teachers/Vice-Principals/Principals	Recommended
Active Learning	Primary Division Teachers	Recommended
C.P.R.	Initial Certification	Optional

MORNING SESSIONS 9:00 - 11:30

Diagnosis in Mathematics	New Teachers SEW/GLD Programs	Required
Music	Music Teachers	Required
Mathematics - New Resource Units	Intermediate Division Teachers	Recommended
Writing	Junior Division Teachers	Recommended
Core French	Grade 6 Teachers	Recommended
D.R.A.W. - Do Real Art	One Teacher/Staff	Recommended
Computers & Research in the Library Classroom	Librarians	Recommended
Employment Equity - Changing Minds, Changing Values, Changing Behaviour, The Delicate Balance	All Teachers	Optional

AFTERNOON SESSIONS 1:00 - 3:30

Art - Implementation of Program Planning Guide	Intermediate Visual Arts Teachers	Recommended
Human Characteristics that Facilitate Change	Librarians	Recommended
C.P.R.	Recertification	Optional
History 7-8	Intermediate Division Teachers	Optional
Special Education - Adaptation to French	French Teachers	Optional
Employment Equity - Image and Self-Projection for Women	All Teachers	Optional

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89/06/26

The Middlesex County
Board of Education

PROGRAM PLAN

5 YEAR

FORECAST

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PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Adult/Continuing Education	Business Studies	Co-Operative Education
1988-89	Year 2 - Implement ESL, Credit Programs in Dorchester and Glencoe Implement Literacy/ Numeracy Program in Glencoe	Present Plan to Executive Council, Academic Affairs and to Board and begin purchases and implementation	Year 3 - Co-Op Program expanded to individual schools. Investigate methods similar Boards use to solve transportation problems affecting student placements. Survey to former Co-Op students.
1989-90	Year 3 - Implement ESL, Implement Lit/Num Program in Parkhill	Plan Year 1 Implementation N.M.D.H.S. 0.5 lab Glencoe 0.5 lab Dorchester 1.0 lab	Adjust and refine Middlesex County Policies re Ministry Co-Op Document Implementation. Note: Ministry funding of Co-Operative Education will cease in June 1989. Board of Education will assume costs for program September 1989. Implement Co-Op Education computer system at S.D.C.I.
1990-91	Implement ESL, Credit Programs in Parkhill; Implement Literacy/Numeracy Program in Medway	Plan Year 2 Implementation Medway 1.0 lab S.D.C.I. 1.0 lab	Initiate Grade 8/9 Job Shadowing Program. Survey former Co-Op students to understand how Co-Op has affected career plans. Continue to install Co-Op Education computer system in schools.
1991-92	Implement ESL, Credit Programs in Medway	Plan Year 3 Implementation N.M.D.H.S. 0.5 lab Glencoe 0.5 lab Medway 1.0 lab	Expand Co-Op Education computer system in remaining secondary schools. Investigate Grade 10 One Week Work Experience Program.
1992-93	Consolidate Adult Continuing Education Programs	Plan Year 4 Implementation S.D.C.I. 1.0 lab	Complete grantable Microsoft Works System in secondary schools. Survey former Co-Op students to understand how Co-Op has affected career plans.
1993-94	Expand Credit Programs	Business Studies Review	

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Evaluation of Student Achievement	Evaluation Special Education
1988-89	Determine difficulties associated with using the primary, junior, and intermediate report cards. Provide in-service for department heads on the evaluation of student achievement. Implementation of the evaluation policies and procedures developed in the previous year.	Use Sp. Ed. Report Cards/Communication Reports
1989-90	Establish strategies to address the difficulties identified in the 1988-89 survey regarding the use of primary, junior and intermediate report cards. Provide in-service, where appropriate, on the use of the primary, junior and intermediate report cards.	Review and revise, if necessary, Sp. Ed. Report Cards/Communication Reports
1990-91	Conduct a review of the practices of evaluating student achievement at the elementary and secondary levels. Revise, if necessary, the primary, junior and intermediate report cards.	
1991-92	Develop strategies for meeting the recommendations contained in the review conducted the previous year. Begin to carry out the strategies.	
1992-93	Continue to carry out the strategies initiated in the previous year.	
1993-94		

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	French/Core	French/Immersion
1988-89	Grade 6 Revision of Core Program Elementary Reading Program	Grade 1 Implementation Lucan, Colborne, McEachren
1989-90	Grade 7 Revision of Core Program Ministry review	Grade 2 Implementation
1990-91	Grade 8 Revision of Core Program Elementary Writing Program writing skill	Grade 3 Implementation / Evaluation of French and English reading and
1991-92	Grades 9 Revision of program Elementary writing program	Grade 4 Implementation
1992-93	Revision of Gr. 10 advanced/general program	Grade 5 Implementation
1993-94	Grades 11 & 12: Revisions of advanced level program; Secondary reading program	

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Library Automation	Library
1988-89	Four new test sites will be selected from schools applying for Library Automation. S.D.C.I. and McGillivray may enter second phase. A test site for on-line searching of data bases such as BRS, Dialogue etc., was initiated at NMDHS.	Continue the weeding of library Book Collections. Survey of school library book resources
1989-90	Six new school libraries will be selected from schools applying for Library Automation. These schools will receive circulation and PAC software and hardware as a result of two pilot tests in 1988-89. Installation of CD players and appropriate data bases will continue. Results of test site for on-line searching may show need to expand this service to other school libraries.	Establish renewal plan
1990-91	Seven new school libraries will be selected from schools applying for Library Automation. These schools will receive complete circulation/PAC packages. Installation of CD players and appropriate data bases will continue. Further sites for on-line searching facilities may be established.	Evaluate other resources in school libraries such as Encyclopediae and Book Selection Aids
1991-92	Seven new school libraries will be selected from schools applying for Library Automation. These schools will receive complete circulation/PAC packages. Installation of CD players and appropriate data bases will continue.	Develop plan for reference books as above
1992-93	The final seven school libraries will be computerized thus completing the Automation of all school libraries in Middlesex. Installation of CD players/data bases plus on-line searching facilities will continue if benefits prove cost effective.	
1993-94		

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Mathematics: Grades 1-6
1988-89	Prepare resource material; i.e., list of manipulative materials and a Resource Book: Mathematics Continue work related to the use of OAIP material Continue implementation of the Ministry Resource Document: Geometry 4-6 Review of student achievement in the Junior Division
1989-90	Continue the development of the Resource Book: Mathematics Continue implementation of the Ministry Resource Document: Geometry 4-6 Present OAIP Junior Math resource materials to principals, and assist teachers in using them
1990-91	Provide in-service on Resource Book: Mathematics and active learning in mathematics
1991-92	Review active learning practices and student achievement in the Primary and Junior Divisions
1992-93	Begin work to meet the recommendations contained in the review conducted the previous year at the primary and junior levels
1993-94	

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Microcomputers	Music
1988-89	CAC Project Year 3 Focus - School Plans Sample lesson plans Integration	Field test music programs for TR pupils Survey to determine condition of pianos in the system Survey to determine condition of the musical instruments in secondary schools
1989-90	CAC Project Year 4 Develop and initiate plans to provide in-service activities and resources to members of board writing teams and resource and consultative staff Refine school computer implementation plans; Sample lesson and unit plans; Integration; Keyboarding	Integrate music program and French immersion Investigate computers in Music Implement music writing materials K-2 Implement music programs for TR pupils Implement evaluation guide K-8
1990-91	CAC Project Year 5 Develop and in-service staff with print resource materials CAC Project continues	Continue writing materials Grades 3-4
	Continued acquisition of GEM hardware Continued purchase and in-service of computers; CAC Project continues	Continue writing materials Grades 5-6
1992-93		Continue writing materials Grades 7-8
1993-94	Continued acquisition of GEM hardware and software; Provide in-depth software to equalize the accessibility to computer technology	

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Renewal of Education in the Primary Division	Science Kit (P/J) Support Program	Science Primary/Junior	Science - Safety Project
1988-89	Form a committee for the renewal of education in the Primary Division	Purchase/develop kits Develop an implementation plan; Develop a storage, maintendance distribution plan; Establish Science Kit Centre at Valleyview	Arrange for 2 teachers to write a course of study consistent with Ministry directives	Presentation of Plan to Academic Affairs
1989-90	Prepare a plan for the renewal of education in the Primary Division Assess classroom environments Review current practices	Continue purchase of kits Implement Science Kit program (initial use)	Complete the writing of Basic Course of Study, Science 1-6; Provide orientation in-service to principals; In-service a science team from each school; Provide, through science team, initial in-service to all schools	Plan Year 1 Implementation
1990-91	Continue implementation of the plan related to renewal/primary Identify demonstration classrooms for staff development use Form a cte. to prepare a plan for the renewal of education in the Junior Division	Continue purchase of kits Continue implementation (regular use)	Continue implementation (regular use)	Plan Year 2 Implementation
1991-92	Continue implementation of the plan related to renewal (Primary); Continue use of demonstration classrooms (Primary); Continue implementation of plan for renewal of education in the Junior Division	Continue implementation (effective use) Review use of science kits	Continue implementation (effective use)	Plan Year 3 Implementation
1992-93		Implement the recommendations stated in the science kit review	Work carried out at the individual school level	

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Social Studies Grades 1-6	Special Projects
1988-89	Work carried out at the individual school level	Decisions for Living Program Development - begin to consolidate all special programmes Child Abuse - consider ways to reinforce Grade 3 concepts in Grade
1989-90	Work carried out at the individual school level	Decisions for Living Program Teacher implementation of consolidated program Develop and begin to implement student and school system support plan Develop and begin to implement Drug Education in-service for staff
1990-91	Establish writing team; Develop a Basic Course of Study for the Pr. and Jr. Divisions Develop an implementation plan	Continue to implement student and school system support plan Continue to implement Drug Education in-service for staff
1991-92	Initiate implementation of the Basic Course of Study Develop support resources	
1992-93	Continue implementation of the Basic Course of Study Continue to develop support resources	
1993-94		

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Special Education
1988-89	Implement Special Education Plan, 1987-88 Develop Special Education Plan, 1988-89 Implement Decentralization IPRC - Pilot Implement S.E.W. Pilot - Lucan, M.B. McEachren, Southdale Write and field test Music Program - Trainable Retarded Pupils Develop Program Planning Guide for Music Programs for Trainable Retarded Pupils Continue to use the Special Education Report Cards (elementary) and the Communication Reports (secondary) Develop Music Program for General Learning Disabilities Pupils - Pilot Implement Course of Study - Programs for Trainable Retarded pupils Continue to develop Course of Study - Programs for Trainable Retarded Pupils Develop Special Education Program goals Develop Special Education Handbook Develop individualized planning and evaluation model - Trainable Retarded pupils Develop individualized planning and evaluation model - Secondary
1989-90	Implement Special Education Plan, 1988-89 Develop Special Education Plan, 1989-90 Continue to implement Decentralization IPRC Implement intensive in-service in a group of schools to support their continued implementation of School Team approach Implement individualized planning and evaluation model - Trainable Retarded pupils Implement individualized planning and evaluation model - Secondary Review and revise, if necessary, Special Education Report Cards (elementary) and Communication Reports (secondary) Begin to develop a cooperative intervention model - elementary Continue to develop and implement Course of Study - Trainable Retarded pupils Implement Program Planning Guide for Music - Programs for Trainable Retarded pupils Continue to implement Special Education Withdrawal Project Develop guidelines regarding the management of integration of exceptional pupils from self-contained classrooms
1990-91	Implement Special Education Plan, 1989-90 Develop Special Education Plan, 1990-91 Continue to implement Decentralization IPRC Continue to implement intensive in-service support continued implementation of School Team approach Continue to develop and implement a cooperative intervention model - elementary Monitor the use of revised Special Education Report Cards (elementary) and Communication Reports (secondary) Continue to implement Course of Study - Programs for Trainable Retarded pupils Continue to implement Special Education Withdrawal Project Implement guidelines regarding the management of integration of exceptional pupils from self-contained programs
1991-92	Implement Special Education Plan, 1990-91 Develop Special Education Plan, 1991-92 Continue to implement Decentralization IPRC Continue to implement intensive in-service to support continued implementation of School Team approach Begin to develop cooperative intervention model - secondary Continue to implement Special Education Withdrawal Project
1992-93	Implement Special Education Plan, 1991-92 Develop Special Education Plan, 1992-93 Complete implementation Decentralization IPRC Implement cooperative intervention model - secondary

PROGRAM PLAN
5 YEAR
FORECAST

PROGRAM ITEM	Teaching Thinking Skills	Visual Arts
	Present position paper to principals 1988-89 and Department Heads for input Refine paper and begin implementation/Maintain liaision with Ministry thinking skills project	Program planning resource package development Grades 7 to 10 Ministry review of the OAC implementation of program
1989-90	Continue implementation of the teaching of thinking skills	Implementation of Program planning resource package Grades 7 and 8 Review program resource package Grades 9 and 10 Initiate Annual Art exhibition - London Public Art Gallery Continue Artists in School Art program Investigate the use of computer technology within existing visual arts programs Investigate the needs of the Junior Division Art teacher
1990-91	Continue implementation	Development and implementation of Grades 9 and 10
1991-92	Continue implementation	Review Grades 11 - OAC visual arts Review existing Junior Division program
1992-93	Review of the teaching of thinking skills	Development and implementation of Grade 11 - OAC visual arts Continue revision of Junior Division programs
1993-94		